



bulletin

In anticipation of the opening of Parliament with a new Conservative government and fresh faces in the legislature, the Canadian Association of University Teachers made the first moves this summer in its renewed campaign for legislative reform.

One of the Association's first targets was a long-standing one: the Commission of Inquiry Concerning Certain Activities of the R.C.M.P. As a follow-up to an appearance before the McDonald Commission in January, the CAUT submitted a supplementary brief in August in which it elaborated its views on certain aspects of government policy and procedures regarding security.

The Revised Cabinet Directive on Security, a now-outdated document which was issued back in 1963, met with considerable criticism from the CAUT on various points.

In its brief, the Association reiterated its opposition to the use of secrecy categories, as manifested in the Directive, and the resulting array of security clearances. The government's use of secrecy categories is directed more toward preventing political embarrassment than protecting national defence or foreign policy secrets, the Association said.

The CAUT also hit at the document's total lack of discussion on the distinction between dissent and subversion, and called for a greater precision in the wording, as well as sophistication in the interpretation, of the document by the security forces.

"Those who think that social democrats or the general secretary of CUPE are subversive and enemies of our national security should not be employed by the security forces and should not be allowed to use the name of the R.C.M.P. to try to enforce their particular brand of fanaticism", the CAUT stated.

The CAUT also commented on the problem of "public interest privilege", a Crown privilege, which cloaks certain government communications with immunity from disclosure. The Association said that while its use is necessary in some cases, such as defence secrets, "it is also a cloak of convenience, used at times to cover up or attempt to cover up government wrongdoing." As a counter-balance, the Court should be given the right to "look behind" the affidavit of a Minister claiming the privilege in a particular case in order to determine independently whether the claim for immunity is bona fide and required, the Association said.

The brief addressed another problem of continuing concern to the university community: the denial of entry to Canada on national security grounds of professors and guest speakers invited to our universities. To deal with such problems, the CAUT repeated its recommendation for the creation of a quasi-judicial tribunal to which the employer of such professors could appeal.

CAUT renews campaign for legislative reform

by Helen Baxter

The CAUT referred to the particular problem of timeliness, raised by the Commission, in the case of a guest speaker who could have come and gone before an appeal on his behalf could be heard. The Association suggested that one solution would be to abolish the security bar on such

speakers altogether on the grounds that "it is impossible for a guest speaker coming for one or two days to a Canadian university to be able to overthrow the Canadian government."

"Speakers should not be barred on the grounds of national security but because they have been convicted of

serious crimes such as terrorism or heroin traffic."

Failing this approach, the Association proposed a summary procedure within the security tribunal to deal speedily with this type of problem.

The CAUT urged the Commission to approach the problem of visiting foreign professors in the spirit of the International Covenant on Civil and Political Rights and of the Helsinki accords, both of which Canada has ratified. The International Covenant promotes the right of everyone to freedom of expression through any media regardless of frontiers. The Helsinki accords promote the extension of communications and direct contacts between universities, scientific institutions and associations, as well as among scientists and research workers.

Addressing an additional security matter, the Association amplified its views on the prohibition of homosexuals from positions which require security clearance.

"The CAUT considers that homosexuals should be judged on the same criteria as other citizens," the Association said, "and they should not be automatically barred from sensitive posts." It suggested that the Cabinet Directive on Security be amended in this sense and that the government should publicly state that homosexuality does not provide the grounds for firing or discrimination against an employee.

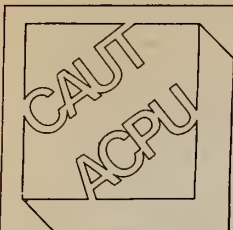
Another matter discussed by the CAUT concerned the use of illegally obtained evidence in Canadian courts of law. The CAUT took the position that as a matter of policy, no evidence should be admitted in court "which is obtained by methods involving violations of civil rights and liberties and the admission of which would tend to bring the administration of justice into disrepute". It supported the adoption in Canadian law of an exclusionary discretion which would balance conflicting public interests in securing the convictions of the guilty without impairing basic civil liberties.

Mail Openings Authorized by Solicitor General

In a separate security matter, the CAUT contacted the new Solicitor General, Allan Lawrence, in late July to express the Association's concern over future government policy regarding mail openings authorized by the Solicitor General. The CAUT recommended to Mr. Lawrence that all wiretaps and other similar actions authorized by the Solicitor General on the grounds of national security should be reviewed by a judge of the Federal Court or the Supreme Court—a long standing CAUT policy.

At the same time, the CAUT commended the Conservatives for the actions while in opposition of such members as Gerald Baldwin, who in-





CAUT Bulletin

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LETTERS LETTRES

Issue deserves comment

While I sympathize with CAUT's stand on the substantive issues that arouse the ire of Garth Stevenson (April, p.2, p.4), he has raised a procedural issue that deserves further comment. Its importance may be indicated by the failure of the editorial response to Stevenson to face it directly. CAUT's leadership seems to have interpreted its power to make policy very broadly, as entailing the right to speak out on issues that are disputed within the profession without consulting its membership.

The tendency to centralize power while expanding its scope is no doubt a universal one. Still, it seems especially ironic that in an organization of professional scholars, who are presumably devoted to the settlement of issues through reasoned discourse, broad questions involving a range of opinion within the profession are not submitted to the membership for discussion. There are some issues where the interest and judgment of all academics will probably coincide; but others, like the distinctions that might be made between citizens and landed immigrants, do raise complex issues and are likely to divide the membership. It is, of course, quintessentially Canadian to avoid discussion of divisive issues. Nevertheless, in the long run such avoidance may weaken the Association by alienating many of its members.

Yours sincerely,
Fred H. Matthews
Associate Professor of
History and Humanities
York University

Following is a response to Professor Matthews' letter from CAUT Executive Secretary Donald C. Savage:

No issue was more widely or vigorously discussed within CAUT than the Canadianization question. Various versions of the CAUT proposed policy were submitted to all faculty associations across the country for discussion over a two-year period. I recall the Faculty Association at Western Ontario conducting a poll of the membership. The policy was debated at length at two successive Council meetings which were composed of the presidents of all local and provincial associations. Not everyone likes the policy but discussed it certainly was, and is reprinted in the new CAUT Handbook which was sent to all members this spring. Nevertheless Professor Matthews touches an important point. On matters of high policy, should faculty association presidents be instructed by their membership before the CAUT Council? Should they conduct polls or are polls inherently misleading? Should, in fact, the Council decide the policy or should we hold referenda of the membership (and if so would the membership pay for it at several thousand dollars a time)?

Somewhat blinkered

Catherine Simpson's article "Science in the public eye" (May, 1979 issue) has brought needed attention to the problem of public ignorance of Canadian science. She deals, however, in a somewhat blinkered way with a

program of public education in matters relating to science and technology. She ignores the role that university information services are playing — and the increased role they can play — in improving the situation.

Information office staff at many universities spend a considerable amount of time in compiling science/research news releases and in personal contacts with media personnel to arrange special stories, radio interviews and documentaries about science. In addition faculty members at some universities very co-operatively compile regular "Science" columns of one type or another.

There are a number of illustrations of the increasing co-operation of media in carrying science stories at the encouragement of university information offices.

I would appreciate your drawing to the attention of your readers and Catherine Simpson the valuable role that the Information Office at their university plays — and can increasingly play — in obtaining media exposure for science stories.

Yours sincerely,
D. L. Waterston,
President, Association of
Canadian University Information
Bureau

A serious disagreement

The following is an exchange of correspondence between Professor Susan

Sherwin, president of the Dalhousie Faculty Association, and the CAUT:

Ron Levesque,
Collective Bargaining Officer,
CAUT,
Ottawa, Ont.

Dear Ron,

I'm sorry to read in your letter of June 13 that you have decided not to have a workshop on women's interests at the National Collective Bargaining Conference. There is a long-standing debate in all circles about the most effective means of correcting sex-related inequities, and there is still a serious disagreement among those persons most intent on achieving equality about the best procedure, i.e., whether there should be discussions focusing exclusively on women's issues, or whether further "ghettoization" should be avoided and the issues addressed as they arise. I believe most feminists share my belief that neither is often adequate on its own. When women's issues are merely raised as an addendum in a long discussion of other issues, they generally do not receive sufficient attention or emphasis.

Personally, I am very disappointed that CAUT has adopted "the passing reference" as a general policy. The Status of Women Committee has been left to fade away into oblivion and its now-deserved demise. I welcome the change in terms of reference of other Standing Committees to include women's issues, but I remain unconvinced that that is enough. My confidence is further shaken by the decision you report in your letter that time cannot be scheduled for a key bargaining issue ("equal pay for work of equal value") at a four-day conference. I think CAUT is not fulfilling its responsibility to women academics unless it continues to put the

p.4

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David Crombie

Minister of
National Health
and Welfare

Mr. Crombie is the Member of Parliament for Rosedale Riding, Toronto. He was first elected to the House of Commons in a by-election on October 16, 1978.

Prior to entering the federal government, Mr. Crombie had a career in municipal government, serving as Alderman and then Mayor of the City of Toronto for three terms.

From 1962 until 1971 Mr. Crombie taught Canadian political science and urban affairs at the Ryerson Polytechnical Institute in Toronto. He holds a B.A. in Economics from the University of Western Ontario and has done post-graduate work in political science at the University of Toronto.

CAUT renews campaign

... from p. 1

sisted that the government of the day should enforce the rule of law and not use national security to allow the ministers to escape review of their actions. CAUT has also communicated with Mr. Baldwin who has assured the association that he has no intention of changing his views on this question.

Contact with Members of Parliament

In preparation for the upcoming session of Parliament, the CAUT began this summer to contact M.P.s to acquaint them with the Association as well as with local affiliates of CAUT across the country. To date, the CAUT has written to all M.P.s who represent ridings with university constituencies. CAUT hopes to meet with many of these M.P.s during the year. The first formal meeting is with Mr. J. Hawkes, the member for Calgary North.

The Association is also in the process of arranging meetings with a number of Cabinet Ministers to discuss matters of concern to the University community. The first such meeting has been arranged with the Minister of Employment and Immigration for early October.

Freedom of Information

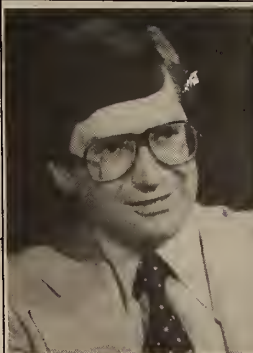
In anticipation of the Freedom of Information legislation which is slated to be introduced during the first parliamentary session in the fall, the CAUT has contacted the new President of the Privy Council, Walter Baker, to reiterate its stand on the issue. In particular, the Association stressed two points in its recommendation: that the new legislation provide a precise and limited list of information exempt from disclosure; that more precise terms such as "national defence" and "foreign relations" be used rather than "national security" as relevant grounds for exemption.

The CAUT received assurances from Mr. Baker that the new government is "firmly committed to a meaningful and open Freedom of Information Bill" and that the two major points raised by the CAUT will be satisfied in the Bill.

The CAUT has also requested Mr. Baker to include in his reform package a rule that government regulations should normally be published in advance of proclaiming the regulations so that those affected can make representations before rather than after the fact. This was pressed on the previous government in connection with immigration regulations without success.

New faces in Cabinet

Here's a look at the ministers responsible for areas of interest to the CAUT. The association plans to meet with these men during the coming year.



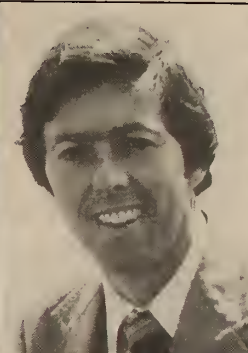
Ron Atkey

Ron Atkey

Minister of
Employment and
Immigration

Prior to his appointment as minister, Mr. Atkey was a partner in the Toronto law firm of Osler, Hoskin, Harcourt. He has also been Professor of Constitutional Law at the University of Toronto, at the Osgoode Hall Law School of York University, and at the University of Western Ontario.

First elected to Parliament in October, 1972, Mr. Atkey served on the Standing Committees for Justice, Labour, Manpower and Immigration, Finance, Trade and Economic Affairs, Statutory Instruments and the Special



David MacDonald

Committee on Trends in Food Prices. During this term he was appointed Opposition Critic for Corporate Affairs with special responsibility for the then proposed Competition Act and the Canadian Commercial Corporations Act. He spoke frequently on the need for freedom of information and deregulation, and successfully amended the government's wiretap legislation to achieve greater privacy safeguards.

Mr. Atkey has published a book and several articles dealing with constitutional law and federal-provincial relations. He has served as Special Counsel to the Ontario Law Reform Commission and is a Director of both the Canadian Institute of Public Affairs and the Atlantic Council of Canada.

He has served as a labour arbitrator and as an advisor to federal and provincial departments on constitutional matters.

David MacDonald

Secretary of State
Minister of
Communications
Minister responsible for
Status of Women
Programs

Mr. MacDonald was first elected to the House of Commons on November 8, 1965 for the P.E.I. constituency of Prince. He was re-elected June 25, 1968, October 30, 1972, July 8, 1974 and May 22, 1979 for the P.E.I. constituency of Egmont.

Mr. MacDonald has served on numerous House of Commons Committees. These include: Agriculture; Broadcasting, Films and Assistance to the Arts; External Affairs and National Defence; Fisheries; Regional Development; Health and Welfare; Justice and Legal Affairs; and three Special Parliamentary Committees: on Drug Costs and Prices; on Immigration and on International Development.

He has been active in human rights issues and investigated the Nigerian civil war out of which came a book co-authored with MP Andrew Brewin entitled *Canada and the Biafran Tragedy*. Again with Mr. Brewin and MP Louis Ducloux, he co-authored a book on human rights in Latin America entitled *One Gigantic Prison*. In 1970, Mr. MacDonald wrote *Strong & Free*, a collection of articles concerning the War Measures Act.

Mr. MacDonald was Conservative Party spokesman for Regional Economic Expansion, Consumer Affairs, Canada-U.S. Relations, Youth Policy, Chairman of the Question Period Organization for the Progressive Conservative Caucus, Coordinator of Cultural Policy and Status of Women and Party Spokesman for the Department of the Secretary of State.

Ordained on June 11, 1961 as a Minister of the United Church of Canada, he was educated at West Kent School, Prince of Wales College, Dalhousie University where he obtained a B.A. and Pine Hill Divinity Hall.

Ray Hnatyshyn

Minister of Energy,
Mines and Resources
Minister of State for
Science and
Technology

Mr. Hnatyshyn was first elected to the House of Commons in the 1974 general election in the riding of Saskatoon-Biggar. He has been a member of the House of Commons standing committees on: agriculture, transportation and communications; justice and legal affairs; and finance, trade and economic affairs. He has also been on the joint committee of the Senate and the House of Commons on regulations and other statutory instruments.

In 1976 he was appointed Deputy House Leader of the Official Opposition and coordinator of Question Period.

Mr. Hnatyshyn received his B.A. in 1954 and his law degree in 1956, both from the University of Saskatchewan. He was appointed Queen's Counsel (Q.C.) in 1973.

Before entering politics, Mr. Hnatyshyn practised law in Saskatoon

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LETTERS LETTRES

issue on its agendas until inequities are corrected.

Further, I do not think consideration at regional meetings is sufficient. The Regional Meeting of the Status of Women Committee last Fall was quite concerned about the proposed new procedure of having no one primarily concerned with women's issues, and, as a result, we unanimously passed a motion calling for a Professional Officer whose main function would be to deal with issues pertaining to women. That motion seems to have had no response on a national level, and when raised again by NSCUFA and Memorial at the CAUT Council Meeting, it was tabled.

Since it seems CAUT does not want to devote even one session during a four-day conference to women's issues, I am left with the concern that this may be the pattern for all conferences and committees. Ten minutes of consideration by a panel, led by those with other priorities, does not serve to demonstrate CAUT's good faith, in my opinion. At the very least, there is an opportunity for CAUT to make an important gesture here, and I think it is unfortunate that CAUT chooses not to.

I hope the decision about this Conference is not representative of any ongoing policy of CAUT.

Sincerely,

Susan B. Sherwin
President,
Dalhousie Faculty Association

Professor Susan B. Sherwin
President
Dalhousie Faculty Association
Dalhousie University
Halifax, Nova Scotia
B3H 3J5

Dear Professor Sherwin:

Don Savage has asked me to write to you about CAUT activities in areas of particular interest to faculty women. I gather you have already spoken personally to Ron Levesque concerning the programme for the Collective Bargaining Conference about which you expressed reservations in your letter to him on June 22.

I would like to assure you that CAUT does have a strong continuing commitment to correcting sex-related inequities in Canadian universities. Since the decision of the CAUT Council to incorporate women's issues into the ongoing work of the CAUT standing committees a number of steps have been taken to ensure that those issues are adequately considered. The likelihood that this will be so has been increased, we hope, by giving Professor Israel Unger (Chemistry, UNB) who is Vice-President, Internal of CAUT responsibility for monitoring central office activities in this area and for reporting to the Board and Council on such activities.

I will be the person in the office to whom requests for assistance will be directed. Through the forum of weekly staff meetings I will ensure that appropriate action is taken. I am interested in the concerns of faculty women and had an opportunity during a year's study leave just completed in the Faculty of Law at Queen's University of participating in a seminar course on "Women and the Law". It was a valuable opportunity to become aware of the legal complexity of problems facing women in society. I think it has made me more sensitive to those issues.

CAUT has, of course, a responsibility as well to ensure that women are well represented on its professional staff and standing committees. Of a professional staff of nine, four are women. Ms. Jill Greenwell is responsible for relations with governments. Ms. Helen Baxter is editor of the CAUT Bulletin. Ms. Susan Feldman is a professional officer in Collective Bargaining. Dr. Pat Speight has been appointed to a senior position with responsibility in the area of economic benefits and collective bargaining.

The Academic Freedom and Tenure Committee has been fortunate in the past few years to have had a number of well-qualified women members. This coming year Professor Kaye Kerr (Psychology, Winnipeg) continues as a member and will be joined by Professor Beverly Baines (Law, Queen's) and Professor Evelyn Moore-Eyman (Education, Calgary). Professor Moore-Eyman is a former President of CAUT.

One woman, Professor Kathryn Swinton (Law, Toronto), is a member of the smaller Collective Bargaining Committee. Appointments have not yet been made to the Librarians Committee and to the Economic Benefits Committee but an effort will be made to ensure that women are represented on those committees as well.

Using the responses to a questionnaire survey to determine those issues which are currently of particular concern to faculty women Professor Norma Bowen (Psychology, Guelph) is preparing an article for an autumn issue of the Bulletin. The survey and Professor Bowen's article will, it is hoped, help us to identify additional areas which require attention. It is intended that we will continue to monitor those areas in which we already have some involvement to ensure that new initiatives are taken in a timely way.

In one area in particular the time seems right for constructive lobbying. We have recently learned that the Alberta Human Rights Commission has found that different automobile insurance premiums for men and women are discriminatory. The Commission will be suggesting to the Alberta government that legislation prohibiting such differences be passed. It is anticipated that CAUT and the provincial faculty association will lobby in support of similar changes in areas of greater significance to faculty women.

Legislative changes to require equal retirement-annuity payouts to men and women are possible in both British Columbia and Ontario. In the latter province a brief, in co-operation with OCUFA, is in preparation for submission to the Select Committee of the Legislature on Company Law which has responsibility in this area.

CAUT is seeking a meeting with the Director of the Women's Division of the Department of Labour to press the view that employers should be permitted to augment UIC maternity benefits to bring income to 100 percent of salary during maternity leave. At present no UIC payments are possible if an employer pays any portion of salary during leave.

I hope the matters mentioned above will at least partially reassure you that CAUT is taking the concerns of its women members seriously. Mere enumeration of activities is, of course, not sufficient. Our success will be measured by actual progress in removing the inequities which still

abound. I hope this will be evident in the regular reports which will be made to the CAUT governing bodies.

Yours sincerely,

Victor W. Sim
Associate Executive Secretary
CAUT

Nasty, low down politicians

May I comment on the article by Jill Greenwell in the CAUT Bulletin of May 1979.

If there is anything that characterizes the university community in Canada in all provinces from the richest to the poorest, it is that they are being sold down the river by nasty, low down provincial politicians instead of being saved by understanding high principled federal politicians.

The litany of the community is that no one in authority in provinces understands them, that our universities are being dismantled or at least being condemned to mediocrity because the people of Canada as represented by their provincial politicians are changing their views about the rate of escalation for support of university funding.

The message of the community and Ms. Greenwell's article is that Canadian taxpayers want to spend more of their total resources on universities when they are represented by their federal politicians and less when they are represented by their provincial politicians. This is obviously nonsense and it is unbelievable nonsense when it comes from the segment of the community which considers itself and indeed is best able to analyze problems and situations logically and reach a sensible and logical conclusion.

The time is long past, no matter what groups of politicians are in office in Ottawa and the province, for the university community to continue to long for the security and a presumed higher level of support which they

think a federal authority will provide instead of recognizing that education is a provincial responsibility. The longer the community continues to long for the former and to cast aspersions or even slings and arrows on the latter, the longer will they be biting the hand which feeds them.

That kind of biting is counter-productive.

Sincerely yours,
W.C. Lorimer
Deputy Minister
of Education
Manitoba Government.
CAUT Executive Secretary,
Donald Savage, replies:

I think Mr. Lorimer has received an incorrect message from the professoriat. I suspect that most academic staff have a healthy suspicion of all governments but that they think the academic community is best served when it is receiving reasonable support both federal and provincial. The significance of that federal support in the case of Manitoba can be seen from the following figures.

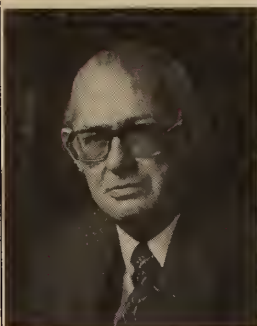
The total provincial operating and capital expenditures growth in the university sector for 1978-79 were \$91,108,000. To this should be added \$27.1 million for the operating costs of the community colleges plus an additional \$6.3 million for services now supplied to the colleges by the Department of Public Works. This comes to a total of \$124,508,000. The total federal transfer to Manitoba in 1978-79 for post-secondary education (cash plus tax transfer through Part VI of the Fiscal Arrangements Act, 1977) came to \$104,806,000. Since Manitoba is a have-not province in terms of the federal/provincial fiscal arrangements, it seems curious to find the Deputy Minister denigrating the role of the federal government and apparently wishing to cut off these funds in the interest of some ideological stereotype regardless of the consequences for Manitoba's universities.

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Jacques Flynn



Allan Lawrence

Hnatyshyn . . .

and was very active in community associations. From 1966 to 1974 he was a sessional lecturer in law at the University of Saskatchewan.

Jacques Flynn

**Minister of Justice
Attorney General
of Canada**

Mr. Flynn was elected to the House of Commons in 1958 for the riding of Quebec South. He served as Vice-Chairman of the Committee on Broadcasting (1959) and Deputy-Speaker and Chairman of Committees of the House of Commons during 1960 and 1961. He served as Minister of Mines from 1961-62.

Mr. Flynn was summoned to the Senate in 1962 and served as Leader of the Opposition in the Senate from 1967 to 1979.

He received his law degree in 1939 and practiced law in Quebec City. During that period he taught courses in municipal law and bankruptcy law at Laval University.

Allan Lawrence

**Solicitor General
of Canada
Minister of Consumer
and Corporate Affairs**

Mr. Lawrence was elected to the Ontario legislature in 1958. He became Minister of Mines in 1968 and two years later added the portfolio of Minister of Northern Affairs. In 1971, Mr. Lawrence was appointed Attorney General and Secretary of Justice for Ontario with responsibility for law enforcement, justice, court administration, correctional institutions, consumer legislation and corporate affairs.

Entering federal politics in 1972, Mr. Lawrence represents the riding of Durham-Northumberland. He has served as chairman of the House of Commons' Public Accounts Committee, as member of the national leader's committee on P.C. party organization, as caucus coordinator for food and resources matters, and as chairman of the opposition committee on energy, mines and resources.

While studying for his law degree at the University of Toronto and Osgoode Hall, Mr. Lawrence was first national president of the Progressive Conservative Student Federation and has also served on the Ontario and national executives of the Progressive Conservative Party.

M.P.'s for ridings with universities

UNIVERSITY & RIDING	ADDRESS	M.P. & PARTY
ACADIA (Annapolis Valley-Hants)	Wolfville, Nova Scotia B0P 1X0	J. Patrick Nowlan, P.C.
ALBERTA (Edmonton South)	Edmonton, Alberta T6G 2E8	Doug Roche, P.C.
ALGOMA (Sault Ste-Marie)	Sault Ste. Marie, Ont. P6A 2G4	Cyril Symes, N.D.P.
ATHABASCA (Edmonton West)	14515 - 122 Avenue Edmonton, Alta. T5L 2W4	Marcel Lambert, P.C.
BISHOP'S (Sherbrooke)	Lennoxville, Québec J1M 1Z7	Irénée Pelletier, LIB
BRANDON (Brandon-Souris)	Brandon, Manitoba R7A 6A9	Walter Dinsdale, P.C.
BRITISH COLUMBIA (Vancouver Quadra)	Vancouver, B.C. V6T 1W5	Bill Clarke, P.C.
BROCK (Welland)	St. Catharines, Ont. L2S 3A1	Gilbert Parent, LIB
CALGARY (Calgary North)	Calgary, Alberta T2N 1N4	Jim Hawkes, P.C.
CAPE BRETON (Cape Breton-The Sydneys)	Sydney, Nova Scotia B1P 6J1	Russell MacLellan, LIB
CARLETON (Ottawa-Centre)	Ottawa, Ontario K1S 5B6	John Evans, LIB
CONCORDIA-LOYOLA (Montréal Notre-Dame-de-Grace)	7141 Sherbrooke St. West Montréal, Québec H3G 1M8	Warren Allmand, LIB
CONCORDIA— SIR GEORGE WILLIAMS (Montréal St. Henri-Westmount)	1455 de Maisonneuve bld. West Montréal, Québec H3G 1M8	Donald Johnston, LIB
DALHOUSIE (Halifax)	Halifax, Nova Scotia B3H 3J5	George Cooper, P.C.
FRAPPIER, INST. ARMAND (Montréal Laval des Rapides)	351 boul. des Prairies Ville Laval, Québec H7N 4Z3	Jeanne Sauvé, LIB
GUELPH (Guelph)	Guelph, Ontario N1G 2W1	Albert Fish, P.C.
C.U. de HEARST (Cochrane)	Hearst, Ontario P0L 1N0	Keith Penner, LIB
LAKEHEAD (Thunder Bay Nipigon)	Thunder Bay, Ontario P7B 5E1	Robert Andras, LIB
LAURENTIAN (Nickle Belt)	Sudbury, Ontario P3E 2C6	John Rodrigues, N.D.P.
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LETHBRIDGE (Lethbridge-Foothills)	Lethbridge, Alberta T1K 3M4	Blaine Thacker, P.C.
MANITOBA (Winnipeg-Fort Garry)	Winnipeg, Manitoba R3T 2N2	Lloyd Axworthy, LIB
McGILL (Mt-St-Jacques)	Montréal, Québec H3C 3G1	Jacques Guilbault, LIB
McMASTER (Hamilton West)	Hamilton, Ontario L8S 4L8	Lincoln Alexander, P.C.
MEMORIAL (St. John's East)	St. John's, Newfoundland A1C 5S7	James A. McGrath, P.C.
MONCTON (Moncton)	Moncton, New Brunswick E1A 3E9	Gary McCauley, LIB
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MOUNT ST. VINCENT (Halifax West)	Halifax, Nova Scotia R3M 2J6	Howard Crosby, P.C.
NEW BRUNSWICK (York-Sunbury)	Fredricton, New Brunswick E3B 5A3	Robert Howie, P.C.



YORK UNIVERSITY Toronto, Ontario
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Dean, Faculty of Education

York University's Faculty of Education enrolled its first students into a concurrent programme in 1972. It was an experiment, deliberately innovative and incorporating several major philosophic and structural changes. From the start, enrolment in the pre-service programme was limited to the equivalent of 200 full time students. All Education students now are co-registered in two programmes: a B.Ed. and a B.A., B.Sc. or B.F.A. programme. The Faculty of Education has simultaneously directed its energies to the development of a major programme in the Education of Exceptional Students (EDEXS) through its B.Ed. (in-service) degree programme. A graduate programme related to Special Education is to be introduced shortly.

Candidates for the position should be distinguished as teachers, scholars and collegial administrators. The appointment will be for a normal term of five years, commencing July 1, 1980, or earlier. Applications and nominations which will be accepted until November 9, 1979, should be submitted to:

The Chairman,
Search Committee for a Dean of Education
York University,
Downsview (Toronto), Ontario, M3J 1P3

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N.S. COLLEGE of ART & DESIGN (Halifax)	Halifax, Nova Scotia B3J 3J6	George Cooper, P.C.	SHERBROOKE (Sherbrooke)	Boul. de l'Université Sherbrooke, P.Q. J1K 2R1	Irénée Pelletier, LIB
NOTRE DAME U. of NELSON (Kootenay West)	Nelson, British Columbia V1L 3C7	Bob Brisco, P.C.	SIMON FRASER (Burnaby)	Burnaby, British Columbia V5A 1S6	S. J. Robinson, N.D.P.
N.S. TECHNICAL COLLEGE (Halifax)	Halifax, Nova Scotia B3J 2X4	George Cooper, P.C.	TORONTO (Spadina)	Toronto, Ontario M5S 1A1	Peter Stollery, LIB
O.I.S.E. (Spadina)	252 Bloor Street Toronto, Ontario M5S 1V5	Peter Stollery, LIB	TRENT (Peterborough)	Peterborough, Ontario K9J 7B8	Bill Domm, P.C.
OTTAWA (Ottawa-Vanier)	Ottawa, Ontario K1N 6N5	Jean-Robert Gauthier, LIB	VICTORIA (Victoria)	Victoria, British Columbia V8W 2Y2	Allan McKinnon, P.C.
POLYTECHNIQUE (Montréal-Outremont)	2500 Marie Guyard Montréal, P.Q. H3C 3A7	Marc Lalonde, LIB	WATERLOO (Waterloo)	Waterloo, Ontario N2L 3G1	Walter McLean, P.C.
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QUEEN'S (Kingston & the Islands)	Kingston, Ontario K7L 3N6	Flora MacDonald, P.C.	WILFRID LAURIER (Waterloo)	Waterloo, Ontario N2L 3C5	Walter McLean, P.C.
REGINA (Regina East)	Regina, Saskatchewan S4S 0A2	Simon de Jong, N.D.P.	WINDSOR (Windsor West)	Windsor, Ontario N9B 3P4	Herb Gray, LIB
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AMNESTY INTERNATIONAL

by Genevieve Cowgill

Teachers and Human Rights

From time immemorial men have regarded learning as inherently dangerous and have met that danger in two ways — by abolishing schools or by removing from schools any but accepted and familiar ideas, ideas and beliefs that would confirm rather than undermine the established social system. As communicators of ideas and exemplars of beliefs, teachers have been subject to censure and worse.

In scores of schools and universities, governments today no less than their historical counterparts fear ideas and beliefs which might undermine the established system. Consequently, they have directed attacks against teachers and academics of every discipline. These words of an Argentinian military commander, "It is necessary to destroy the forces which feed, form and indoctrinate the subversive delinquent, and this source is in the universities and the secondary schools themselves," find an echo in the words and actions of governments in every part of the globe.

A quick tour through the pages of current Amnesty International reports sketches the topography on which academic and government skirmish. Tunisia: a journalist is arrested for "spreading false information"; the USSR, a journalist is charged with "hooliganism"; Mexico, a law professor is cited for "terrorism"; South Korea, an assistant professor at Hanyang University was sentenced for editing a book of articles allegedly containing passages in praise of China. In the Central African Empire, a teacher is accommodated in prison for giving accommodation to students. An Indonesian writer/teacher is accused of "Marxism", a Chilean lecturer of "subversion." In China, an academic is labelled as a "rightist," while in Jordan, a university lecturer is arrested because he is a Communist. A Guatemalan is charged with "leftwing" teaching at the university and told he would be executed. His government describes a university lecturer as a person "plotting to throw Ghana into chaos." The Romanian government accuses a university teacher of "disrupting normal working conditions"; the Vietnamese government "reeducates" a professor; the Khamti government complains that a distinguished writer and professor of literature is "writing about things which might embarrass the Government in the eyes of the public."

The listing could go on and on, but the point is clear—wherever they are, in whatever country, under whatever political system, teachers who insist on the unhampered by the prevailing ideas and prejudices of the community—may be subjected to detention and imprisonment. Sometimes this occurs without charge or trial. It may be accompanied by torture, solitary confinement, summary execution and retaliation against innocent members of the teacher's family or against his friends and associates. Released from prison, the teacher may be subject to banning or house arrest; he will not be free to write, speak in public or enter a school or university.

Such individuals, wittingly or not, are participants in one of the great debates of our time—how to resolve the tension between the rights of the individual and the rights of the community. For them the debate is not theoretical. It does not center on noninvolvement versus catastrophe nor on capitalist versus communist ideals of man. Rather, the debate rages over how to give expression to principles of man's personal and political rights. Human dignity now demands the fulfillment of both the liberal and socialist ideals of man: the protection of both personal dignity with all that entails and man's right to life, to food, health, social welfare and education.

In the post World War II era, human rights are increasingly coming under the jurisdiction of world opinion; they are becoming the internal affair of the world community rather than the individual prerogatives of nation States. Governments, even the most reactionary, are beginning to acknowledge that how they treat their citizens is everyone's business.

The academic community has played a part in fostering this change in world opinion and undoubtedly they will continue to do so. Academics of every discipline have the opportunity to engage in the continuing conflicts that design the history of human rights, but they must do so in a way compatible with the aims of the university communities within which they live and work. Part of their engagement will be based on their perceptions of the radical shifts in global concepts of revolution, defiance and human dignity. Part of their engagement will rest on the sturdy recognition that the task of the university is to measure society with eyes unclouded by despair using standards of accuracy, profundity and imagination offered by the arts and sciences. Finally, their engagement will rest on the understanding that ultimately there are only individual situations and people to be faced.

Recognition of this last point is the basis for Amnesty International's work. The human rights that Amnesty defends are universal human rights: the right to freedom of expression, the right not to be tortured, the right to life. But the individual situation, the individual life—the prisoner in the cell, the victim in the torture room, the condemned man in the chair—is the focus of its efforts.

On many occasions, members of the Canadian academic community have defended freedom of expression for everyone, have used their specialized skills and interests to work for imprisoned colleagues, have both individually and through their faculty associations and professional organizations launched appeals for members of foreign universities whose academic freedom and human rights had been violated. This autumn, Amnesty International is establishing a Canadian Teacher's Group analogous to the Medical and Legal Groups within the Amnesty organization. The sole basis for membership is a commitment to

Dispute at Acadia comes to a close

by Victor Sim

A six-year dispute over the non-renewal of the appointment of a Professor in the School of Music at Acadia University was settled this spring. Professor Robert McCarthy was reinstated in a probationary appointment commencing September 1, 1979 as the result of an award by Professor Bernard Adell, Dean of the Faculty of Law, Queen's University, who "investigated" the dispute under the terms of an agreement between the Acadia University Faculty Association (AUFA) and the University. Dean Adell, following a hearing at the University in March, ordered that Professor McCarthy receive a three-year probationary appointment and that he be considered for tenure at the end of that period under the terms of the collective agreement in force at the University. The award also stipulates that events between June 1, 1972, the date of McCarthy's first appointment, and April 16, 1979, the date of the award, not be considered in the tenure consideration. Dean Adell awarded no damages for lost salary.

The investigators award brings to a satisfactory conclusion a dispute which AUFA and CAUT have pursued with determination since 1974. Negotiations were punctuated by student demonstrations, a hunger strike and a vote of non-confidence in then-President J.M.R. Beveridge and the Executive Committee of the Board of Governors.

Agreement to submit the case to arbitration came in early December, 1978 only after AUFA had, for a second time, voted non-confidence in the Executive Committee of the Board of Governors and after President Alan Sinclair had submitted his resignation. The Board, accepting the recommendation of a reconstituted Executive Committee, declined the resignation and delegated to President Sinclair full powers to resolve the dispute.

Professor McCarthy began a two-year term as a woodwind specialist in the School of Music on June 1, 1972. Probationary appointments of the type common at other Canadian universities did not exist at that time at Acadia. McCarthy was advised, without warning, by letter from President Beveridge in December, 1973 that his appointment would not be renewed. The letter followed receipt of a negative recommendation from the Acting Dean of the School who had consulted most of the tenured members of the School. Though precise reasons for the decision were never provided McCarthy was advised that he had shown a lack of co-operation in promoting the teaching programme of the School and that there had been some dissatisfaction

with his teaching of music theory. There was no criticism of his woodwind teaching, his principal responsibility.

In the brief period of his appointment McCarthy had established an enviable reputation as a teacher, performer and contributor to the Acadia and Nova Scotia music communities. Differences between McCarthy and some of his tenured colleagues on issues relating to the School and its programmes were apparently the cause of brief, heated exchanges at Faculty meetings. These differences of opinion were widely thought to have played a role in the decision not to renew McCarthy's appointment. His substantial positive contributions did not appear to have been assessed.

Only when the Executive of the faculty association endorsed the finding of its grievance committee that the non-renewal was unwarranted was the Acting Dean persuaded to reconsider the negative recommendation. The grievance committee noted that there had been no warning of performance deficiencies, that the reasons given could not be substantiated and that positive aspects of McCarthy's performance had not been assessed. It pointed out, as well, that the dispute within the School was not solely McCarthy's fault. Despite these findings the Acting Dean and tenured members of the faculty of the School reached the decision in February, 1974, unaccompanied by explanation, that the recommendation not to renew McCarthy's appointment would not be changed.

Inspiring teacher

During the same period a majority of the students in the School of Music petitioned the University to retain McCarthy, "...an inspired and inspiring teacher." A number of music teachers in district high schools with whom McCarthy had worked wrote to express "dismay" at the decision.

In an atmosphere of mounting crisis on the campus the University agreed in March, 1974 to the appointment of an independent hearing committee (IHC) to make recommendations for a resolution. A distinguished committee chaired by Professor André Morel (Law, Montreal) and assisted by Professor Murray Fraser (then of Law, Dalhousie) and Professor Robert Turner (Music, Manitoba) reported in June 1974. The IHC found that McCarthy might have contributed to the antagonisms in the School but it did not believe that this taken in the context of (his) obvious strengths in teaching and community programmes is sufficient to justify a non-renewal of

the defense of the right to free expression. Because the group will have specialized skills and interests, it will work primarily for teachers, academics who are prisoners of conscience and on Urgent Actions for teachers subject to disappearance, torture, execution or in need of medical care. The group may provide specialized research for certain areas of human rights violations and lobby within their professional organizations for teachers subject to torture and imprisonment. Teachers interested in joining this group should contact Amnesty International Canada, P.O. box 6033, 2101 Algonquin Avenue, Ottawa, Ontario K2A 1T1 Telephone: 613-722-1988.

his contract." The IHC recommended that McCarthy's appointment be extended for one year during which proper assessment would be made of his past and potential contributions to the School.

Despite their clarity the University resisted the recommendations of the IHC and a further round of acrimonious negotiations ensued before McCarthy's appointment was extended. It was agreed, at the same time, that a "thorough and appropriate assessment" of McCarthy's performance would be carried out by the newly-appointed Dean, Vernon Ellis.

The 1974-75 academic year proceeded without incident until late January when McCarthy was advised by President Beveridge that he had decided to accept the Dean's recommendation that McCarthy not be reappointed. This recommendation was ratified by the Board of Governors on February 3, 1975 without seeing the Dean's report. The major reasons for the decision included inadequacies in theory teaching and the poor quality of McCarthy's relationship with his colleagues. Again McCarthy's contributions in his major areas of responsibility had not apparently been evaluated.

The faculty association appointed an ad hoc grievance committee of three faculty members from outside the University to determine whether or not McCarthy had received the "thorough and appropriate assessment" agreed to the year before. The committee concluded in April, 1975 that he had not and that the reasons given for the non-renewal were "...neither substantial nor substantiated by specifics". A students hunger strike, also in April, supported a protest by the Students' Representative Council against the decision on McCarthy.

The ad hoc grievance committee recommended a further one-year appointment and arbitration on tenure by faculty members in Music from outside the University. Despite vigorous representations by faculty and students the Board of Governors declined to change its decision. AUFU voted non-confidence in President Beveridge and the Executive Committee of the Board in late April, 1975. Thereafter a number of different proposals for resolving the dispute were made by AUFU and CAUT. All were rejected. McCarthy's appointment ended on May 31, 1975.

Legal action started

In September, 1975 a legal action was started against the University for breach of the agreement that McCarthy would receive a thorough and appropriate assessment in 1974. This action was discontinued in 1976, before it came to trial, when negotiations for the first collective agreement commenced between AUFU and the University. A negotiated settlement at the bargaining table held out the possibility of reinstatement for McCarthy while an award in damages was the most that could be expected from a favourable court judgement.

Negotiations on the first collective agreement proceeded slowly throughout 1977. The University negotiators refused all proposals for submitting the case to arbitration in various forms. The issue remained unresolved when the collective agreement was ratified. A university offer at the bargaining table to pay McCarthy \$20,000 if he would drop his case was rejected. In November, 1977 AUFU asked CAUT to consider the possibility of censuring the University. The recommendation of the Academic Freedom and Tenure Committee to do so was withheld only when it became known that President-elect Sinclair would move to resolve the dispute

when he took up office.

Dean Adell's responsibility was to determine whether or not newly-appointed Dean Vernon Ellis of the School of Music had carried out the "thorough and appropriate assessment" of McCarthy required by an agreement negotiated with the University by AUFU following a series of turbulent events in 1973-74.

Before the hearing on March 19-20, 1979 Dean Adell indicated that under the terms of the agreement by which he had been appointed he would decide whether or not the decision not to renew the appointment of Professor McCarthy was procedurally proper and justified in substance and would consider an appropriate remedy if he found serious deficiencies in either area. Dean Adell took the view that the burden of proof in non-renewal cases rests with the University "with regard to both the substantive and procedural correctness of its decision."

Under the procedures adopted no witnesses were called at the open hearing held at the University. Lawyers representing AUFU and the University Board of Governors presented their cases and rebutted the others' submissions.

On the procedural issue Dean Adell concluded that McCarthy was treated unfairly. He expressed concern in particular about two events which took place before and during the evaluation by Dean Ellis. A letter written by the Dean to President Beveridge in July, 1974 before the evaluation had begun "...tends to show that Dean Ellis had a certain predisposition against McCarthy". This finding coupled with the Dean's involvement in an effort by a person outside the University to obtain inadmissible evidence against McCarthy from a source, also outside the University, "...gives some added support of a predisposition on Dean Ellis's part against Mr. McCarthy."

The second event which suggested procedural unfairness was President Beveridge's "pointed comments" in his September, 1974 report to the Acadia Senate and Board of Governors. The President made clear that he felt that carefully circumscribed procedures for renewal and tenure deci-

sions were essential. Though Adell emphasized Beveridge's right to urge a "...very narrow consultative process for renewal and tenure decision..." he found that Beveridge's position "...as operating head of the University, and the specific wording and tone of his message must be kept in mind in assessing its likely impact on the assessment of Mr. McCarthy during the two or three months that followed". These and other more minor matters led Adell to the conclusion that he was not satisfied with the fairness of the process by which McCarthy was evaluated in 1974-75.

The three substantive reasons for the negative decision on appointment renewal in 1974-75 were shortcomings in applied music teaching, theory teaching and relations with colleagues. Adell concluded that he could not find that "...Dean Ellis's qualified praise for Mr. McCarthy's applied music teaching was unreasonably parsimonious...". Adell found, as well, that the Dean's conclusion on McCarthy's theory teaching was not "unreasonably harsh". He noted, nonetheless, that McCarthy had never claimed any expertise in music theory teaching. In summary he found that conclusions in these two areas appeared to have been reached "...carefully and conscientiously, and do not appear unfair."

In the matter of McCarthy's relationship with his colleagues Adell found that Dean Ellis was overly swayed by "the incidents of the past". He noted that there were no significant incidents after November, 1973 and observed: "I do not see how he (the Dean) could realistically have expected a set of relationships so strained on both sides (both because of the fault of both sides, not just of Mr. McCarthy) to have progressed much beyond the state of uneasy truce which appears to have existed or, more to the point, how he could have held so strongly against Mr. McCarthy the fact that things had not yet improved beyond that state. The IHC report emphasized that Mr. McCarthy was to be given another chance, and I am not satisfied that he was really given that chance..."

Adell thus found that "The decision

not to renew the appointment was not justified in substance inasmuch as Dean Ellis's conclusions in the matter of Mr. McCarthy's relations with his colleagues were unreasonable."

In reinstating McCarthy, Adell observed that the School of Music is small and that some of its members probably would feel awkward about having McCarthy back. "...I do not think the difficulties on either side will be too much for people of intelligence and good will to overcome with relative ease". He did however, find that "...Mr. McCarthy's share of the responsibility for the hostility which led to his non-renewal was sufficiently great that he is not entitled to be made whole for the salary loss he has suffered". No damages were awarded.

A CAUT censure of the University was narrowly averted on two occasions. In the spring of 1978 the Academic Freedom and Tenure Committee withheld a censure recommendation to the CAUT Board when President-elect Alan Sinclair indicated he would move promptly on taking office to resolve the dispute. In November, 1978, when it appeared that the Executive Committee of the Board of Governors would not endorse President Sinclair's efforts, the CAUT Board voted to recommend censure to the Council. This recommendation was rescinded in May when it was known that the "investigation" had been carried out satisfactorily.

Dr. D.C. Savage, Executive Secretary of CAUT, expressed satisfaction at the conclusion of the case. "It is, however, regrettable," he said, "that over five years elapsed before it was possible to obtain University agreement on procedures for resolving the dispute which were similar to those proposed by AUFU and CAUT early in 1974. The University would have been spared a troubling period of unrest, Professor McCarthy and his family would have been spared the protracted anxiety if the case had been submitted to third-party arbitration, a commonly used procedure in Canadian universities even in 1973."

Dr. Sim is Associate Executive Secretary of the CAUT.

SAINT MARY'S UNIVERSITY

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National Collective Bargaining Conference

by Joe Rose and
Katherine Swinton

The Collective Bargaining Conference, held September 6 to 9 at the Nottawasaga Inn in Alliston, Ontario drew approximately 120 participants. Workshops on topics of continuing interest in faculty collective bargaining were integrated with a collective bargaining simulation designed to provide training in negotiation techniques.

The simulation provided an opportunity for each delegate to acquire skills in negotiating as part of a faculty association or management team at the mythical Beaver University. Negotiation sessions were scheduled throughout a two-day period, and unscheduled sessions often went long into the night. The simulation stressed non-monetary issues, such as lay-offs and programme redundancy. The objective was to emphasize the importance and difficulty of drafting appropriate language for a collective agreement in the heat of negotiations.

Contract proposal writing

Many of the workshops during the Conference were designed to complement the collective bargaining simulation. One of the early sessions was given over to contract proposal writing. Beginners and advanced sections were offered. In each session, attention was given to issues such as the need for clarity of contract language, the importance of making contract language understandable to members and administrators, arbitral techniques of interpretation, and the need for flexibility in negotiation. Participants were asked to exercise their own drafting skills and discuss the result.

Programme redundancy

Other workshops also integrated with the topics under negotiation in the simulation. There were two sessions on "Programme Redundancy—is it an Issue?" John Redding discussed the experience at Bishop's when a programme redundancy occurred on introduction of the CEGEP system in Quebec. He described the present clause in the collective agreement to deal with programme redundancy, which provides several stages to protect faculty members prior to termination, including redevelopment and retraining. Ken McGovern described Regina's clause. While programme

redundancy is not mentioned, the effect of the clause is to make it impossible to terminate a tenured member of the academic staff because of programme redundancy. The discussion showed that definition of a programme redundancy is a difficult issue. The approach to take is also a problem within faculty associations, as members are concerned about the university-wide effects on workload and course offerings.

Staffing problems

Two sessions on Appointments Procedures and Non-tenure Track Appointments emphasized staffing problems in universities. It was pointed out that in Ontario, at least, contractually-limited appointments are replacing probationary appointments. Part-time instructors are often used to replace full-time faculty. The problems for faculty associations with regard to non-tenure track appointments are difficult. Identification of the part-time instructors who are in need of representation is the first difficulty. Mark Thompson from UBC broke the part-time group into three types: clinicals, specialists and "cheap labour". The next question is whether faculty associations should represent this group and, if so, how-by a separate bargaining unit or within the faculty bargaining unit? Conflict of interest between the full-time and part-time faculty should be a concern.

"In-house" and "out-house" methods

Other workshops raised issues that continue to be of importance in faculty collective bargaining—organizing faculty associations, special plan collective bargaining as an alternative to certification, librarians within faculty associations, and the arbitration of academic status questions. The opening session of the Conference featured a panel discussion outlining the experience to date with "in-house" and "out-house" (e.g. arbitration) methods of resolving academic status questions. In addition to examining the procedures at Carleton and Ottawa U., an overview of the U.S. experience was presented. The pros and cons of each method were discussed.

This is the second annual Conference, and the positive response from participants both years suggests that this format provides a valuable opportunity for both experienced and new faculty association negotiators and officers.

The authors are members of the CAUT Collective Bargaining Committee.

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BARGAINING TALK NÉGOCIATIONS

by Ted Bartley (CAUT Collective Bargaining Officer)

I am very pleased that we have been able to include in this month's *Bulletin* the chart on "Faculty Collective Bargaining At Canadian Universities," which was updated by Susan Feldman, CAUT Collective Bargaining Officer. This was last published in the February 1978 *Bulletin*, and there have been a number of significant changes over the last fifteen months. Seven more CAUT affiliates have been certified as bargaining agents (LAKEHEAD, LAURENTIAN, DALHOUSIE, UNB, BRANDON, ST. THOMAS MORE COLLEGE and INSTITUT ARMAND FRAPPIER) and one other application is pending (NOVA SCOTIA TECHNICAL COLLEGE). This brings the total number of certified or voluntarily recognized CAUT affiliates to twenty-eight. It should perhaps also be noted that certification campaigns were defeated at MEMORIAL and STE ANNE over the same period.

In terms of actual CAUT membership (and including the pending NOVA SCOTIA TECH application), approximately 46% of Canadian academic staff are engaged in legal status collective bargaining, while a further 28% are involved in the Special Plan process. If one includes all those eligible for CAUT membership through existing affiliations, the percentages are 41 and 25 respectively. Finally, by adding the academic staff at the five campuses of the University of Quebec, INRS, Ryerson and Saint Boniface as has been the practice of this survey in the past, it appears that 44 and 25 are the respective percentages.

There is, of course, no magic whatsoever in these numbers. At best they are approximations, with weakness based upon approaches to bargaining unit size which vary according to the form of collective representation (e.g. Rand Formula, bargaining unit exclusions...) and date of reporting. But the percentages do indicate a trend, especially when one considers that faculty collective bargaining in Canada is a post-1970 phenomenon. Regardless of the possible approaches to the calculation, it is clear that between two-thirds and three-quarters of the academic staff at Canadian Universities have expressed a preference for formalizing their approach to employment relations...

A recent case arising out of the certification campaign at LAURENTIAN requires some attention, notwithstanding my limited space for discussion of the chart. A faculty member was granted tenure in the spring of 1979, according to the prevailing procedures, to be effective on July 1. Because of certain subsequent representations by a group of students, the Board of Governors moved to rescind tenure prior to July 1, despite the fact that the allegations had been available to the appropriate peer bodies, and hence to the Board of Governors, prior to and/or during their deliberations. After consultation with CAUT, the local association retained a solicitor and filed a complaint that to rescind tenure in this instance would constitute a violation of Section 70 of the Ontario Labour Relations Act. The section provides, essentially, that existing terms and conditions may not be altered by the employer subsequent to an application for certification or during the period between collective agreements (Note: there are comparable provisions in most provincial labour statutes).

In the result, the Ontario Board concluded that to rescind tenure in this instance was in violation of Section 70, and it ordered re-instatement with tenure and full compensation for all salary lost over the intervening period (since the University regarded this as a denial of tenure resulting in removal from the payroll as of July 1). This decision is extremely important for those faculty members who might be concerned about the protections available during the certification and inter-agreement periods, not to mention that it represents a significant addition to labour board jurisprudence in Canada.

THE UNIVERSITY OF WESTERN ONTARIO

DEAN OF MUSIC

Applications and nominations are invited prior to October 30. Date of appointment will be July 1, 1980.

Please direct to:

Dr. B. J. Shapiro,
Vice-President (Academic)
and Provost,
Stevenson-Lawson Building,
The University of Western Ontario,
London, Ontario. N6A 5B8

FACULTY COLLECTIVE BARGAINING AT CANADIAN UNIVERSITIES

NEGOCIATIONS COLLECTIVES DES PROFESSEURS DES UNIVERSITES CANADIENNES

University/ Université	Association/Union Association/ Syndicat	Affiliation	Certification date Date d'accréditation	Number in bargaining unit/ Nombre dans l'unité de négociation*	Status of collective agreement/ Etat de la convention collective
Acedia	Acadia University Faculty Association	Canadian Association of University Teachers (CAUT)	July, 1976	181	Two-year agreement that expires June 30, 1980 provides for a reopener clause on salaries and benefits for 1979-80. Currently awaiting arbitra- tor's decision.
Algoma	Algoma University College Faculty Association	CAUT	March, 1976	25	Currently negotiating revisions to agreement
Bishop's	Association of Professors of Bishop's University	Fédération des associations de professeurs des universités du Québec (FAPUQ)/Association canadienne des professeurs d'uni- versité (ACPU)	March, 1976	73	Currently negotiating second agreement
Brandon	Brandon University Faculty Association	CAUT	January, 1978	168	Two-year agreement expires March 31, 1980. Re-opener negotiations on salaries and fringe benefits for 1979-80 have been completed.
Cape Breton	College of Cape Breton Faculty Association	CAUT	Voluntary recog- nition October, 1975	62	Letter of agreement extends 1976-77 contract. Currently negotiating salaries and fringe bene- fits.
Carleton	Carleton University Academic Staff Association	CAUT	June, 1975	640	Two-year extension of agreement expires April 30, 1980. Re-opener negotiations on salaries and fringe benefits have been completed.
Dalhousie	Dalhousie Faculty Association	CAUT	December, 1978	688 ¹	Currently negotiating first agreement
Ecole Polytechnique	Association des Pro- fesseurs d'Ecole Polytechnique	FAPUQ/ACPU	février 1971	182	Une convention de deux ans se termine le 31 mai 1980
Institut Armand Frappier	Association des Professeurs de l'Institut Armand Frappier	FAPUQ/ACPU	février 1979	26	En train de négocier la première convention
Institut National de la Recherche Scientifique	Syndicat du Per- sonnel de l'INRS	CEO	mai 1973	68	En train de négocier la quatrième convention
Lakehead	Lakehead Univer- sity Faculty Association	CAUT	Interim certificate granted, August 1979	256	Currently negotiating first agreement
Laurentian	Laurentian Univer- sity Faculty Association	CAUT	July, 1979	214	Currently negotiating first agreement
Laval	Syndicat des Professeurs de l'Université Laval	FAPUQ/ACPU	janvier 1975	1150	Une convention de trois ans se termine 31 mai 1981
Manitoba	University of Mani- toba Faculty Association	CAUT	November, 1974	875	Agreement expires March 31, 1980.
	Food and Nutrition Faculty Association of the University of Manitoba	CAUT	December, 1975	11	UMFA bargains on its behalf. Agreement is the same
	University of Mani- toba School of Medi- cal Rehabilitation Faculty	CAUT	January, 1976	13	UMFA bargains on its behalf. Agreement is the same.
	University of Mani- toba School of Social Work Faculty Association	CAUT	September, 1975	22	UMFA bargains on its behalf Agreement is the same
Manitoba	University of Mani- toba Agriculture Faculty Association	CAUT	July, 1976	76	Bargains with UMFA pursuant to an affiliation agreement. Currently negotiating third agree- ment
	Association des Bibliothécaires et Professeurs de l'Université de Manitoba	ACPU	octobre 1976	266	En train de négocier la deuxième convention
Montréal	Syndicat Général des Professeurs de l'Université de Montréal	FAPUQ/ACPU	juillet 1975	1106	Une convention de trois ans se termine 31 mai 1980
New Brunswick	Association of the University of New Brunswick Teachers	CAUT	March, 1979	570	Currently negotiating first agreement
Notre Dame	Faculty Association of Notre Dame University of Nelson	CAUT	March, 1973	—	Fourth agreement expired June 30, 1977.
Nova Scotia Technical College	Nova Scotia Techni- cal College Faculty Association	CAUT	Application for cer- tification pending	71 (anticip- ated)	Proposals in preparation pending certification hearings.
Ontario Institute for Studies in Education	OISE Faculty Association	CAUT	Voluntary recog- nition, July 1977	158	Currently negotiating third agreement

University/ Université	Association/Union Association/ Syndicat	Affiliation	Certification date Date d'accréditation	Number in bargaining unit/ Nombre dans l'unité de négociation*	Status of collective agreement/ Etat de la convention collective
Ottawa	Association of Professors of the University of Ottawa	CAUT	January, 1977	871	Three-year agreement expires April 30, 1981. Re-open negotiations on salaries and fringe benefits for 1979-80 have been completed.
Québec	Syndicat des Professeurs de l'Université du Québec à Chicoutimi	Centrale de l'Enseignement du Québec (CEQ)	mai 1971	145	En train de négocier la quatrième convention
	Syndicat des Professeurs de l'Université du Québec (Montréal)	Confédération des Syndicats Nationaux (CSN)	septembre 1971	550	En train de négocier la quatrième convention
	Syndicat des Professeurs de l'Université du Québec à Rimouski	CSN	février 1973	125	En train de négocier la quatrième convention
	Syndicat des Professeurs de l'Université du Québec à Trois-Rivières	CSN	septembre 1971	274	En train de négocier la quatrième convention
	Syndicat des Enseignants de l'Université du Québec dans l'Ouest	CEQ	novembre 1972	88	En train de négocier la troisième convention
Regina	University of Regina Faculty Association	CAUT	May, 1977	465	One-year agreement expires June 30, 1980
Ryerson	Ryerson Faculty Association	None	Voluntary recognition 1964	650	Twelfth agreement awaiting ratification
Saint Boniface	L'Association des Professeurs Universitaires du Collège Saint Boniface	Aucune	Reconnaissance volontaire avril 1977	28	Une convention de trois ans se termine le 31 mars 1980
Saint Mary's	Saint Mary's University Faculty Union	CAUT	April, 1974	150 ³	Currently negotiating sixth agreement
St. Thomas	Faculty Association of the University of St. Thomas	CAUT	October, 1976	64	Currently negotiating fourth agreement
St. Thomas More College	St. Thomas More College Faculty Union	CAUT	May, 1978	29	Agreement expires June 30, 1980
Saskatchewan	University of Saskatchewan Faculty Association	CAUT	January, 1977	930	Currently negotiating second agreement
Sherbrooke	Syndicat des Professeurs de l'Université de Sherbrooke	FAPUO/ACPU	février 1974	480	En train de négocier la troisième convention
	Association des Ingénieurs professeurs des sciences appliquées de l'Université de Sherbrooke	FAPUO/ACPU	novembre 1970	57	En train de négocier la troisième convention
Windsor	University of Windsor Faculty Association	CAUT	April, 1976	552	Currently negotiating second agreement
York	York University Faculty Association	CAUT	October, 1977	845	Currently negotiating third agreement

*These figures are approximate/Ces chiffres sont approximatifs

1. A separate certificate covering approximately 30 instructors is included in this total.

2. University closed by Provincial government, May 31, 1977. FANDU would have successor rights in any reconstruction of the University.

3. A separate certificate for professional librarians is included in this total.

SPECIAL PLAN BARGAINING AT CANADIAN UNIVERSITIES RÉGIMES SPECIAUX DANS LES UNIVERSITÉS CANADIENNES

University/ Université	Association	Affiliation	Number in bargaining unit/Nombre dans l'unité de négociation*	Special Plan arrangement
Alberta	Association of Academic Staff of the University of Alberta	CAUT	1860	Comprehensive agreement on terms and conditions of employment; annual monetary negotiations culminating in interest arbitration (Final Offer Selection)
British Columbia	The University of British Columbia Faculty Association	CAUT	1761	Annual monetary negotiations culminating in interest arbitration (conventional) pursuant to a "Framework Agreement" for bargaining; provides as well for the negotiation of subsidiary agreements on "Conditions of Appointment"
Calgary	The University of Calgary Faculty Association	CAUT	991	Annual monetary negotiations culminating in interest arbitration (conventional) pursuant to a "Agreement to Bargain Collectively"; the Faculty Handbook governing terms and conditions is not part of the Special Plan Bargaining arrangement.
Lethbridge	University of Lethbridge Faculty Association	CAUT	174	Negotiations on terms and conditions, with provision for interest arbitration on annual monetary negotiations.
Prince Edward Island	The University of Prince Edward Island Faculty Association	CAUT	121	Annual monetary negotiations culminating in interest arbitration (Final Offer Selection) pursuant to a framework document; other terms and conditions not part of Special Plan Bargaining arrangement.
Toronto	University of Toronto Faculty Association	CAUT	2130	Memorandum of Agreement expires 1980; addresses many terms and conditions, either expressly, or by reference to prevailing practice; annual monetary negotiations culminating in mediation.

NOTES FROM WASHINGTON

by Clive Cookson

A common failing of the monthly columnist is to write at length about a lively issue when it's in the news, and then never mention it again. Therefore I am using this month's Notes from Washington to update briefly the six issues I discussed in the Bulletin during the academic year 1978/79.

Bakke (September 78)

After 15 months, it's clearer than ever that the Supreme Court's celebrated *Bakke* decision really was, as I wrote last year, "a confusing, disappointing anticlimax" — not the hoped-for landmark case. The general opinion in American higher education is that it has had and will have little effect either way on the enrolment of black students and other under-represented minorities. The vast majority of admissions programs designed to favor minority applicants have not been affected because they are more flexible than the system at the University of California Davis medical school, whose fixed quota of places for minorities was struck down by the Supreme Court's 5-4 decision for Alan Bakke.

However at the end of June, a year after *Bakke*, the court produced a more clear-cut decision in the related case of Brian Weber, another white man who claimed to be a victim of reverse discrimination. It upheld (by a 5-2 majority) an affirmative action program of the Kaiser Aluminum Company, which reserved for black workers half the places on a job training scheme. The court decided that this quota was legal because its aim was to "eliminate conspicuous racial imbalance in traditionally segregated job categories." Apparently the crucial difference between the two cases was that the affirmative action program that excluded Weber was run by private industry without government participation and was designed to correct a glaring shortage of skilled blacks in the Kaiser plant, while the Davis program that kept out Bakke was run by a public university which did not have such a conspicuous racial imbalance in its student body.

The Weber decision was greeted with delight by black and civil rights groups that had been depressed by the inconclusive *Bakke* rulings. Although it does not relate directly to higher education, Weber can only encourage colleges and universities to hire blacks and women more aggressively for their facilities.

Student aid (October 78)

The race through Congress between "tuition tax credits" and the administration-backed Middle Income Student Assistance Bill was not finally decided until the frantic weekend-long last session of the 95th Congress (in the middle of last October). The winner turned out, rather unexpectedly, to be the Middle Income Student Assistance Bill, which increased the family income limit for basic student grants from \$13,000 to \$25,000 a year (and expanded eligibility for federally subsidized loans and part-time/vacation jobs).

Bills to introduce tax credits for tuition fees passed both the House of Representatives and the Senate with comfortable majorities, but the two houses couldn't agree in time on a single compromise bill — the House of Representatives insisted on tax credits for private elementary and secondary schools as well as for colleges and universities, while the Senate insisted on restricting the measure to higher education — so the legislation died. Although supporters of tax credits reintroduced similar legislation this year, it is, no longer a live political issue and observers do not expect it to get anywhere in the 96th Congress.

Faculty unionization (December 78)

The Supreme Court has agreed to hear the crucial Yeshiva University case during the 1979/80 law term (which starts this month). If it upholds the lower court ruling that Yeshiva does not have to bargain with the faculty union because its members are managerial personnel rather than ordinary employees, unionization of private colleges and universities will be extremely difficult.

But at Boston University the campus chapter of the American Association of University Professors ratified a three-year contract with the administration in April, after a nine day faculty strike. The historic agreement, the first ever reached by collective bargaining between a major private university and an academic union, came four bitter years after the AAUP was originally elected to represent BU faculty members. However the BU administration is still hoping the Supreme Court will agree to hear its appeal against a federal court ruling that forced it to negotiate with the AAUP.

Over the United States as a whole, 26 institutions (15 four-year and 11 two-year colleges) with 7,500 faculty members were successfully unionized in 1978, according to the annual survey by the Faculty Unionism Project at the University of California, Berkeley. That's the lowest total since the great wave of academic unionization started in 1968. The next big battle in the public sector will probably be in the California State University and Colleges, where 17,500 faculty members will be voting fairly soon for a bargaining agent, following the passage of a state law permitting collective bargaining in the system. The two candidates, apart from "no agent," are the United Professors of California (affiliated to the American Federation of Teachers) and the Congress of Faculty Associations (an alliance of the AAUP, the National Education Association and the California State Employees Association).

Federal and state rights (February 79)

University graduates in Quebec entering labour market without difficulty

In spite of current problems, university graduates are doing very well on the job market. On the whole, their rate of unemployment is only 4%, and 70% of them have never been unemployed; their average salary one year ago was \$18,500. Of course, the situation varies with language, sex, marital status, and especially the course of studies chosen. However, graduates generally seem to be entering the job market with ease, and the higher the degree held, the greater the ease of entry.

These are the major findings in a study just made public by the Quebec Ministry of Education, entitled *Relance à l'Université*. The study dealt with 1975 graduates from Quebec universities, who were questioned 30 months later, that is, at the beginning of 1978. The rate of response was very high at 77%, or 4,618 of the 6,000 persons in the survey. They were sought out "wherever they are in North America", and so it was possible to note that almost all the graduates of francophone universities had stayed in Quebec — 98.4% as against 78.9% of the graduates of English language universities. Of the former students contacted in the United States, 95% were from English language Quebec universities, and 5% from French language universities.

However, the report *Relance à l'Université* is most useful as a mine of information on the work or educational situation of the 1975 graduates.

The rate of unemployment is 4%, but those who have been unemployed were generally in that position for a little less than twenty weeks. On the average, graduates obtained their first job within a little less than four weeks.

The categories of graduates least affected by unemployment are those who hold advanced degrees (Master's and Doctorates), for whom the unemployment rate is 2%, and men, whose rate of unemployment at 2.9% is half of women's; in addition, women must be content with part-time work four times as often as men (8.1% as against 2.7%). There is also the other languages group, with an unemployment rate of 8.6%, while the rates for anglophones (3.5%) and francophones (3.6%) are slightly below the average, and the rate for Italian language graduates is a little higher at 4.4%. Oddly, the marital status of the graduates seems to have an influence on the unemployment rate: "widowed, separated, divorced" graduates have a rate of 15.4%, while the two most favoured groups are single persons, with a rate of 5.2%, and "married or equivalent" at 2.7%.

However, as the authors of the study recognize, the course of studies is the primary factor in entry into the labour market. The report *Relance* provides extremely detailed tables by discipline and by degree level, which should be of great assistance in guidance for students, at least for those worried by employment outlooks.

The outlook is best in the more "vocational" programmes. Thus, unemployment is nil in medicine, dentistry, optometry, veterinary medicine, forestry and surveying, chemical, metallurgical, industrial and electrical engineering, criminology, business and actuarial courses. However, it is 18% in architecture, 16% in agriculture and food science and

Surprisingly, the Supreme Court refused to review the Pennsylvania law that requires the state legislature to re-appropriate all federal funds for state institutions (notably colleges and universities). Its decision came despite the efforts of a coalition of 32 education groups to persuade the court to overturn the law, which, they argued, allowed the legislature to interfere unconstitutionally with Congress's power to spend money in the national interest. The justices apparently decided to stay out of the case (Shapp vs. Casey) on the advice of the Federal Department of Justice, which claimed that it presented broad political questions outside the competence of the Supreme Court. The fear now is that other states may pass similar re-appointment laws, to the detriment of their colleges and universities.

Research funds (April 79)

Scientists are unfortunately not going to get the "two per cent real growth" in federal funds for basic research, which President Carter promised last January in his 1980 budget. This time they cannot blame congressional budget-cutters, who have let the administration's research requests go through more or less unscathed. The culprit is simply inflation, which is clearly going to be at least two percentage points higher than the seven per cent assumed in the Carter budget. In fact, researchers will be lucky if they escape a real loss of federal funds in 1980.

Education department (May 79)

The Carter administration's bill to create a separate, Cabinet-level Department of Education sailed through the Senate at the end of April. It passed the House of Representatives in July, after a bitter debate lasting on and off for a month, but only by 210 votes to 206.

However the birth of the new department is by no means assured, because its opponents in the House succeeded in attaching several controversial anti-civil rights amendments to the bill there. For example one would ban the department from issuing any order requiring busing to achieve racial balance, another would prevent it from issuing rules that use racial quotas. The department's supporters will try to have these killer amendments removed by the House-Senate conference that will meet shortly to thrash out the differences between the bills passed by the two houses. But it may be impossible to achieve a satisfactory compromise.

Canada: Advance Statistics on Education

Enrolment in universities and colleges is expected to decrease this fall by 1.1% from that of the past academic year, and the decline in elementary-secondary schools will continue, according to Statistics Canada estimates.

The outlook is published in Advance Statistics of Education 1979-80, an annual report on recent and projected enrolment, number of educational institutions, number of teachers, degrees granted, and finance.

About 610,225 full-time post-secondary students will enrol — 362,075 in universities and 248,150 in colleges. This is the third year in a row that university enrolments will have declined, and after decades of steady gains, college enrolment will also drop, chiefly because of a significant decline in Quebec colleges.

University enrolment is expected to be down in every province but Quebec where a gain of nearly 1,300 students is projected. By contrast, non-university enrolment will rise in five provinces (Newfoundland, New Brunswick, Ontario, Alberta and British Columbia), stay the same in Prince Edward Island and Saskatchewan, and drop in Nova Scotia and Manitoba as well as in Quebec.

Together Ontario and Quebec account for about 72 per cent of Canada's post-secondary students. Another 21 per cent are in the Prairie Provinces and British Columbia, and the remaining 7 per cent in the Atlantic region. More than 40 per cent of all university students are concentrated in Ontario, while Quebec has over half the non-university enrolment because of the extensive network of collèges d'enseignement général et professionnel, which are an integral part of that province's educational system.

Despite the overall enrolment decline at the post-secondary level, full-time teachers will increase slightly to 52,455, 82 more than in 1978-79.

University graduates...

journalism, 12% in philosophy, 10% in dietetics and nutrition, and 13.5% in literature. Art graduates (other than applied or plastic arts) have the highest rate, with 24% unemployed. If courses are grouped together into categories, letters have the highest unemployment rate at 10% and pure sciences have the lowest at 2%. Social sciences are in between at 4.4%.

The report also reveals interesting variables related to continuation of studies: 74% of the 1975 graduates are still registered as full-time students in universities. One of the most important factors in this persistence seems to be family influences, since 14.9% of the children of university graduates were still in university, as compared, for example, to 4.6% of children whose fathers have only primary education. The lowest rate (2.7%) was among children whose father completed technical or vocational education at the secondary level.

A second, equally interesting factor is language. Anglophones continued their education two times more frequently than francophones (11.9% compared to

The number of bachelor's degrees granted is expected to decrease in 1979-80 by 695 to 88,270. Master's degrees and doctorates will increase slightly to 13,010 and to 1,880, respectively.

The distribution of bachelor's degrees among the various disciplines has changed little since 1977. The proportion granted in education will fall from 23 per cent to 21 per cent, and in the humanities from 12 per cent to 10 per cent. A rise from 30 per cent to 33 per cent is anticipated for the social sciences, of which commerce and law are the big gainers while sociology and political science undergo declines.

There is almost no change in the 1977 and projected 1980 distribution of master's degrees. The social sciences account for more than a third (36 per cent), followed by education (21 per cent) and the humanities (16 per cent).

At the doctoral level there has been a shift away from education and the humanities toward the sciences. In 1980, 23 per cent of the doctorates are expected to be conferred in the social sciences, and nearly as many (21 per cent) in mathematics and the physical sciences. Another 14 per cent will be granted in the humanities, and 13 per cent in each of engineering and the natural sciences.

Elementary-secondary schools can expect 5,163,995 students in September, 115,526 fewer than last year, or a 2.2 per cent drop. Because teachers cannot be released in proportion to enrolment, the size of the full-time teaching staff will decrease only 1.4 per cent to 267,406. This means about 3,700 fewer teachers.

Elementary-secondary enrolment is projected to drop by about 2 per cent in each of the next two years as a result of the low birth rate of the last decade. For the first time, the effects of the falling birth rate will show up in secondary schools.

Total education expenditures are estimated to rise about 6.3 per cent this year to \$19.7 billion.

In 1978 spending on education amounted to 7.8 per cent of the Gross Domestic Product. Nationally, the average per capita expenditure on education was \$789. The provincial breakdown: Quebec, \$874; Ontario, \$788; Alberta, \$761; British Columbia, \$705; Saskatchewan, \$701; Nova Scotia, \$700; Manitoba, \$698; Prince Edward Island, \$659; Newfoundland, \$653; and New Brunswick, \$630.

5.5%), and the other languages group even surpassed anglophones (13.7%). In fact, francophones, of whom 5.5% remained in school, are the clear fourth in this category, behind Italian language students (8.1%).

The average salary rose from \$18,500 at the beginning of 1978 to \$22,600 for graduates holding a Master's degree or doctorate. The average for women was \$16,000, less than the average for men, which was \$19,500. Francophones earned the most (\$19,000 on average), followed by the other languages group (\$18,600), anglophones (\$16,800) and Italian speaking graduates (\$14,600). Graduates in health science beat everyone else with an average of \$25,400. The other categories were close to the average, with the exception of art and music, in which graduates earned an average of \$14,600 per year.

On the whole, it will not be surprising that 88.7% of the graduates contacted stated that their education was useful in their entry into the labour market.

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"Educated unemployed" a myth

The image of the "educated unemployed" is wavering, if not collapsing, in view of the results of the study *Relance à l'Université* just published by the Education and Employment group of the Quebec Ministry of Education. It would take only a little more evidence to believe that this cliché was invented to discourage a large number of people from going to university, because those who are coming out of university still have, on the average and in most cases, the same certain guarantees of a comfortable socio-economic status, in some cases of an unquestionably privileged position, and of solid assurance of a job in the great majority of cases.

The authors of *Relance* contacted 1975 graduates at the beginning of 1978, thirty months after they left Quebec universities. They found an average of 4% unemployed. Of course, this very low rate varies with the courses of studies of the graduates, and to a lesser degree with sex and language. However, it is still the equivalent, in an industrialized society like ours, of full employment. It is half the rate of unemployment in the population at large. In particular, it is one quarter the rate for young workers 15 to 25 years old, concerning whom we are told by a recent study of the Office of Planning and Development of Quebec that 17% were unemployed in 1977, just before the time when the Ministry undertook this "follow-up" of graduates.

Other data in this study confirm the relative security of university graduates on the labour market, such as an average annual salary at the beginning of 1977 of \$18,500, and an average time for seeking a first job of a little more than four weeks. Again, this is not the case for each and every graduate, but the large picture, whatever the continuing laments about the "educated unemployed" who account for a very small total, shows that in hard times a university degree remains the safest refuge.

The report *Relance* is not a study of access to university, but of opportunities presented once a student graduates. However, from this perspective, it certainly confirms that many inequalities persist, and the particular manner in which they exist in Quebec.

First, there are socio-economic inequalities. We know that the higher the university degree, the higher the initial salary. Who is it that gathers up most of these consecutive degrees?

Twice as frequently as the average, the child of a father who has a university education. Although access to university has undeniably been widened to include those outside the traditional elite groups, particularly during the last ten years in Quebec, it must be recognized that these elites are preserving their lead in a spiral effect. This is a universal phenomenon. However, Quebec should be particularly concerned with the linguistic inequality. Because francophones — we knew it, but here is a study in black and white to refresh wandering memories — are proportionately the least represented in access to higher education in their own province.

Of 1975 graduates who decided, or had the opportunity, to remain in school, francophones come in last: 5.5%, less than Italian speaking

graduates (8.1%), less than anglophones (11.9%), and less than the other languages in general (13.7%). This picture, which raises echoes of the analyses and discoveries at the outset of the quiet revolution, confirms once again that socio-economic inequalities connected with language persist today at the highest levels.

Anglophone Quebec leaders and commentators who express fear, apprehension, and at times feel themselves oppressed, will find in this little report something with which to take a measure of the real world. Their group, and the other languages group more often associated with anglophones than with the francophone community, are not only easily outdistancing the francophones in the area of access to higher education; in addition, the unemployment rate for anglophones is the same as for francophones, a fact which should lead to a decrease in the recriminations about employment opportunities. Of course, their average salary is at first lower (this strange inequality must result from their absence from the provincial public service...), but all the other characteristics of employment and education are at least the same, if not better than for francophones. There is nothing that would lead us to believe, given the present record, that the 20% of English language graduates of Quebec universities who have left Quebec since 1975 were forced to do so by the objective conditions of the labour market, as they frequently imply in recounting their life stories to magazines.

There is another inequality that seems to go on forever — that of women: they have an average income well below men's, and in particular, they are unemployed twice as frequently as men.

According to the report *Relance*, the course of studies has the greatest influence on the employment situation after leaving university. Thus, a graduate of a faculty of medicine is almost never unemployed, while a journalism graduate is unemployed four times as often as the average for Quebec graduates. However, in weighing the risks, the free will of the student plays a large part.

However, the other inequalities, those that concern language, parents' socio-economic status and sex, have repercussions throughout the structure of the university system, and a few adjustments to guidance programmes will not succeed in eliminating them.

Some weeks after publication of the report of the Commission on university education, the study *Relance* has in its turn sent a very clear message to the Quebec government: although it is time for austerity in public expenditures, this should not mean that it is time for a freeze on expansion of university services. Because such a freeze would compromise the chances of the less advantaged, including francophones, the very people whose "collective interests" the government is constantly defending. We may laugh at the old saying that to educate yourself is to enrich yourself, but it has a certain wisdom and truth here in reaching equality within Quebec itself.

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April 24, 1979

Mr. Paul Desmarais
Chancellor
Memorial University of Newfoundland
St. John's, Newfoundland
A1C 5S7

Dear Mr. Desmarais:

I am writing to you concerning the case of Professor Marlene Webber. Professor Webber's contract in the School of Social Work was not renewed by Memorial University. She then appealed to the Faculty Association of Memorial University and to the CAUT. With the support of the Faculty Association, the CAUT sent a Committee of Inquiry to Memorial University composed of four distinguished academics: Professors C.B. Macpherson (Toronto), J. Weldon (McGill), D. Gibson (Manitoba), and O. Favreau (Montreal). I enclose their report. You will see from it that the Committee concludes that Professor Webber's academic freedom has been violated.

The case of Professor Webber has, however, not been adjudicated by an arbitration process. I note in your installation address at Memorial University that you spoke of the University as a place of liberty. Since very serious allegations concerning academic freedom have been raised in this case, I hope that you could see your way to supporting an arbitration which could definitively decide the issue.

Both the Faculty Association and CAUT have indicated that binding arbitration is the reasonable way to settle the dispute — one that has been used by many other universities. It has been suggested that such an arbitration might be inappropriate because it implies that the original decision was wrong or conveys a pejorative view of those who reviewed the decision subsequently. This is not true. It is our view that any administrator in a university should be willing to have any decision that seriously affects the career of another individual reviewed by an independent third party if that individual so desires. This becomes even more important when allegations concerning academic freedom are at stake. We also consider that any faculty member involved in such a decision-making process should be prepared to support an independent review. The defence of due process and thus of academic freedom presupposes that both CAUT members on the faculty and administrators will impose this discipline on themselves.

An arbitration does not presuppose that one party or the other is correct nor does it involve an implicit or explicit adverse opinion of any internal reviews that may have taken place. The decision on the facts is for the arbitrator to decide. But, arbitration does guarantee not only a just hearing and definitive solution but one that is seen to be just by the vast majority of the academic community. I also note that the Administration has informed the Faculty Association that it is prepared to negotiate an arbitration procedure for future cases. If it is the just solution for the future, it is also the just solution for the present case. I would, therefore, request you to ask the Board of Regents to create an arbitration in the case of Professor Webber.

As you know, the CAUT Council on May 16 will be considering a resolution of censure of the Administration and Board of Regents of Memorial University. I do not think that such an eventual ally will assist either Memorial or the academic profession in general. The academic community is beset by many problems at the moment and it

Correspondence between Memorial and the CAUT

The Webber case

is, therefore, even more pressing now than in the past that we create mechanisms for self-regulation within the profession which everyone can agree are fair and equitable. Arbitration is one such mechanism. We would be happy to discuss with you or the Administration procedures for an arbitration which would be economical, speedy and definitive and need not involve the full panoply of courtroom arrangements unless desired by you. I have no doubt that the Faculty Association at Memorial and President Morgan could agree on mutually acceptable arbitrators, sensitive to academic freedom and sympathetic to the concerns of the university and the Newfoundland community. We would, of course, also be willing to discuss any alternative arrangements for the just disposition of this case which you might wish to propose.

If we can give you any further information concerning this case and the views of CAUT, please do not hesitate to phone either me or the President of the CAUT (Dr. R.D. Berov at the University of Alberta). If you or the President of Memorial wish to attend the CAUT Council for the discussion of the censure motion, we would be pleased to have you or President Morgan present and we will give you an opportunity to speak concerning the motion.

Yours sincerely,
Donald C. Savage
Executive Secretary
CAUT

May 7, 1979.

Dr. Donald C. Savage,
Executive Secretary,
Canadian Association of University
Teachers,
1001-75 Albert,
Ottawa, Ontario.
K1P 5E7

Dear Dr. Savage:

I am commenting upon your letter to the Chancellor of Memorial University, Dr. Paul Desmarais, dated April 24, 1979, a copy of which you sent to me, concerning the case of Professor Marlene Webber.

I note your statements: that the case of Professor Webber has not been adjudicated by an arbitration process; that any administrator in the University should be willing to have any decision that seriously affects the career of another individual reviewed by an independent third party if that individual so desires; that if arbitration is the just solution for the future, it is also the just solution for the present case; and, finally, that it is even more pressing now than in the past that we create mechanisms for self-regulation within the profession which everyone can agree are fair and equitable.

I want to review the mechanisms that exist at Memorial University to protect the academic freedom and rights of the individual faculty member and safeguard the welfare of the

University, to explain my role as President in respect of those mechanisms, and to comment on their operation in the Webber case. I must emphasize that those mechanisms to which I refer were initially devised by the Faculty Association and approved by the Board of Regents virtually without amendment.

All appointments to the faculty at this University except for those appointed in the rank of Full Professor are normally made on a provisional basis for two years, which may be terminated at the end of that time or extended for varying periods depending upon rank, before a decision regarding reappointment, termination or tenure must be made. The Head of the appropriate academic unit has the prime responsibility for recommending whether the appointment is to be extended or terminated, or whether tenure is to be granted. Before he submits his recommendation to his colleagues, if the appointment is to be terminated, the Head is required to inform the faculty member of his decision before December 1st in the case of Assistant Professors and below, and the teacher has the right to learn in writing the reasons for his recommendation. The appropriate Vice-President is then required to notify the teacher officially of his intention to act upon the Head's recommendation, and the teacher has a period of thirty days to decide whether or not to appeal the decision. If the decision is to be appealed, the Vice-President must withhold his recommendation until the Appeals Committee has heard the case and reached its decision.

The role of the President is to consider the recommendation of the Vice-President in cases where no appeals are made, and to make his recommendation to the Board of Regents. In cases where an appeal is launched, the President must withhold any action until after the appeal process is completed and the recommendation of the Vice-President together with the decision of the Appeals Committee is received. It is his responsibility to ensure that the procedure approved by the Board of Regents is meticulously followed.

Professor Marlene Webber was in the second year of her provisional appointment, and a decision was therefore necessary whether to extend or terminate her appointment or to grant tenure. The Head of the academic unit involved, the Director of the School of Social Work, after seeking the advice of his colleagues decided to recommend that the appointment not be extended and Professor Webber was so notified before December 1st. A large majority of the faculty in the School of Social Work supported the recommendation of the Director. It is my view, and it is in accord with our general policy, that the judgement of peers should be the principal factor in deciding whether or not a non-tenured faculty member should have his or her term extended, and that as a matter of principle, this judgement should only be set aside in very exceptional circumstances. Had I, as President, overruled the Director of the School at that

stage in the process, I would, on the basis of my authority and judgement, have been imposing upon him and his colleagues a faculty member whom they had deemed to be unsuitable.

The case of Professor Webber then, on her initiative, went before an Appeals Committee drawn from the membership of an Appeals Panel which had been freely elected by faculty from the various academic components of the University. This Committee conducted the third party review. The Committee upheld the recommendation not to extend the appointment of Professor Webber. I am persuaded that this peer group made a careful analysis of the matter in good faith over an extended period of time and had access to evidence in the form of oral testimony given during the hearing, which evidence was not available to the CAUT Committee. The Administration of the University had no say whatsoever in the composition of that Committee nor did it in any way apply pressure upon me to reach a specific decision. Had that Committee voted for a continuation of the appointment of Professor Webber, I would in fact have had no choice but to accede to their decision.

It is therefore my contention that the decision not to extend the appointment of Professor Webber has been reviewed by an independent third party at her request, and that the case has in fact been adjudicated by an arbitration process. I acknowledge that our process does not specify that the decision of the Appeals Committee is binding upon the University Administration and the Board of Regents. In fact, however, it always has been treated as if it were. There have been cases in the past where the Appeals Committee did not agree with the recommendation of the Head of the academic unit, and that such decision has been changed in accordance with the decision of the Appeals Committee.

I have served on many arbitration boards and I do not hold that the decision of any arbitration board is infallible. If the decision of an arbitration board is not acceptable to either party, the normal practice is not to set up a second arbitration board, but to appeal to the courts. For me to agree to further arbitration in this case would be to display a flagrant distrust of the members of our own faculty and in the procedures which have been agreed to by the University and the Faculty Association.

You are, of course, fully aware that Professor Webber was not in fact fired, as was repeatedly stated in the local press. She was approaching the end of a two-year contract and the decision was made that it would not be renewed.

Nevertheless, I am conscious of the fact that if it is strongly believed that the renewal was not granted simply because of her political opinions or activities, then there would be grounds for disquiet within the academic community, even though the University in this case was not bound to show substantial objections to Professor Webber in order not to grant her a further term. The case of Professor Webber was complicated by her decision to take it to the media and generate a "cause celebre."

The question of political beliefs is a thorny one, but it is central to this case. I wish to reaffirm my position on this question. I fully support those who advocate freedom of belief and activity for members of the University community. I fully endorse the view that the holding of political beliefs and the engagement in political activity should not in itself be grounds either for dismissal or for deciding not to extend

a term or to grant tenure. The policies of this University permit members of the faculty to engage in a wide range of political activities. Many faculty members actively support or campaign for a political party without detriment to their position in the University, and provision is made for them to obtain leave of absence should they seek election. It is quite possible, however, for a person's political views, or in fact his religious views, to become a fanatical obsession of such a kind that it distorts his or her whole sense of judgement, and with it the ability to present or evaluate alternative views. When this situation occurs, it is perfectly proper for a peer group to decide that that Professor is not a suitable candidate for reappointment. But this is not persecution for "political belief or activity" as this phrase would normally be understood, but something quite different that is intimately tied up with the question of academic competence. Let me stress that it was not up to me as President to decide whether this situation had in fact occurred, but it was a perfectly proper matter for the peer group to take account of when they considered the question of extension of term. When a peer group, constituted in a proper manner and acting in good faith, makes a judgement on such a matter, it is my duty to uphold it and to support it, unless I have very strong reasons to believe that the judgement was not made in good faith or in the light of all the evidence available. I am satisfied that I had no grounds to set aside the decision of the Appeals Committee and, as I have said earlier, I regard their decision as virtually binding upon me. I am, of course, aware that there are those who believe that submission of questions to arbitration in the manner outlined in a labour agreement is a matter of principle, but there are others, particularly on the campus of this University, who regard it as a matter of principle that this case should not go to further arbitration.

I referred earlier to your statement that if arbitration is the just solution for the future, it is also the just solution for the present case. Some three or four years ago, before the Webber case arose, the Faculty Association requested the introduction of normal arbitration process. The proposal was approved in principle by the Board of Regents but was not finally accepted by the Faculty Association, since they insisted that the full cost of the arbitration be borne by the University. During the discussions and exchange of correspondence pertaining to the Webber case following the decision by the Board of Regents to accept the decision of the Appeals Committee, questions were being raised about the quality of the protection of academic freedom at this University. I must again remind you that the process for the protection of academic freedom is the process requested by the Faculty Association as a due process and formally approved. I intimated to the Faculty Association that if they had lost faith in this process, then we might consider the introduction of the normal arbitration process following the grievance procedures. It was never a question of adding an arbitration process to the process we already have, but of substituting one for the other.

I note from the concluding paragraph of your letter that you extend an invitation to the Chancellor or myself to be present at the meeting of the CAUT Council for the discussion of the censure motion, and that you would give us an opportunity to speak concerning the motion. I cannot see how this will serve any useful purpose since we have fully documented our case and you know our views.

Yours sincerely,
M.O. Morgan,
PRESIDENT,
Memorial University

June 5, 1979

Dr. M.O. Morgan
President,
Memorial University of Newfoundland
St. John's, Newfoundland
A1C 5S7

Dear President Morgan:

This letter is in response to yours of 7 May 1979 concerning Professor Webber. Your letter was circulated to the members of the CAUT Council prior to the debate on the censure of Memorial University.

I note your review of the mechanisms at Memorial University and the fact that they were negotiated between yourself and the Faculty Association. However, I understand from the Faculty Association that the internal procedures not only have not been negotiated with the Association, but the Association has raised serious questions concerning these internal procedures.

The concerns of CAUT begin with the procedures of the school in this case. We consider that a school should have a formal structure for tenure review and that this structure should either include all members or should be explicitly representative through an electoral procedure. We do not think that informal discussions by a director or chairman which can include some members and exclude others without any formal rule are satisfactory. We are after all dealing with a decision which will affect one of our colleagues permanently since these days non-renewal or denial of tenure means for all practical purposes exclusion from the university world. We also think that if a school is going to make a negative judgement which, it is alleged, is based on teaching competence and professional or non-professional activity in the classroom, it must conduct some sort of review of the actual teaching, the system of review to be negotiated with the faculty prior to its implementation. I understand that the school did not undertake a formal review of Professor Webber's teaching and conducted no visitations or used any officially-approved student questionnaires throughout the department. Professor Webber, on the other hand, asserts that he conducted such questionnaires and that they indicate a favourable response by the students.

It is not sufficient to assert that the members of the school acted in good faith. No one would wish to dispute this. However those who act in good faith can make mistakes. The purpose of formal procedures is to test the fairness and accuracy of the judgements of those involved — not to argue over whether they acted in good faith. We do not disagree with you concerning the importance of peer judgement, but CAUT over the past quarter of a century has had as a cardinal principle that the potential tyranny of the majority should be tempered by rules on academic freedom, non-discrimination and due process.

There is clearly a difference between the committee chaired by Professor C.B. Macpherson and the majority of the university appeals committee. Professor Macpherson considered that the appeals committee heard material that was neither admissible nor cogent (e.g. letters written after the decision to non-renew was taken) and that it failed to review other material which was, in

fact, brought before Professor Macpherson. You suggest that Professor Macpherson did not hear all the evidence. Yet he asked you and the members of the administration and the school for any information that you might have. You will recall that the Faculty Association supported the analysis of Professor Macpherson and asked CAUT to act on the basis of it.

Given these differences, it is not unreasonable for CAUT and the Faculty Association to insist on an arbitration by independent assessors outside the university. You state:

"Had I, as President, overruled the Director of the School at that stage in the process, I would, on the basis of my authority and judgment, have been imposing upon him and his colleagues a faculty member whom they had deemed to be unsuitable."

However, our proposals would do nothing of the kind. They would require an independent hearing which might or might not find in favour of the university. The judgement is not pre-ordained. Particularly if the university has good case as the administration asserts. After all a Marxist colleague of Professor Webber lost an arbitration to which CAUT was a party at Renison College of the University of Waterloo in the recent past.

Nor would this be a second arbitration as you suggest. Arbitrations are binding on the parties, and the parties each pick a member of the arbitration board who then agree on a chairman, or, alternatively, the parties agree on a single arbitrator. I know that arbitrations are not infallible; nothing in this world is. However, arbitration at least provides a structure which both sides agree is fair. Contrary to your assertion, there is no appeal to the courts from arbitrations on matters of substance although there may be concerning alleged errors in law. Your letter seems to suggest that Professor Webber picked the internal committee of her own free will instead of some other procedure. There was, of course, no other procedure available. Professor Webber also requested that the meeting of the appeals committee be open but of course procedures, as I mentioned above, prevented this from

occurring.

On the question of political belief, I would agree that obsessiveness in such beliefs might lead to unprofessional behaviour sufficiently serious to warrant non-renewal. We know, for instance, of a case where a professor with fixed ideas informed his students that they would only pass their exams and essays if they faithfully repeated his political views. This in our view was unprofessional behaviour. However, such allegations are very grave. They must be proved fairly with cogent and admissible evidence. Professor Macpherson and his colleagues concluded that such evidence had not been presented and that contrary evidence was in existence. You no doubt think that such evidence was in the file when the school and the administration made their decisions. I suggest that this difference should be tested by an independent third party. The career of a colleague is at stake. Both we and the Faculty Association would be prepared to be bound by the results.

Finally, I would draw your attention to the wise decision of President Sinclair at Acadia University in the case of Robert McCarthy. This case had divided the university for six years, had festered throughout this period, and had consumed immense amounts of time and energy by the administrators, faculty and the CAUT. When Professor Sinclair became President, he insisted that the issue be put to an investigator with binding remedial powers. The Dean of Law at Queen's was chosen by the President and the Faculty Association. A decision has been rendered. Everyone has accepted it, and the case is closed. If this had been done in the first place, the time and energy of everyone concerned could have been directed to more useful ends.

Thus the CAUT hopes that you and the Board of Regents will reconsider your decision on the case of Professor Webber and authorize an independent arbitration of the issues in dispute.

Yours sincerely,
Donald C. Savage
Executive Secretary
CAUT

UNIVERSITY OF WESTERN ONTARIO FACULTY OF LAW

Applications are invited for assistant, associate and full professor positions at the Faculty of Law for appointments to commence July 1, 1980. All openings subject to availability of funds. Applications containing a detailed curriculum vitae together with the names of three referees should be addressed to:

Professor Philip Slayton,
Acting Dean, Faculty of Law,
The University of Western Ontario,
London, Ontario, N6A 3K7

The cradle of Arab socialism

Dilip Hiro continues his series on the Middle East with a report on higher education in Syria.

The University of Damascus, the largest in Syria, is noteworthy for more reasons than one. It was founded in 1903, when Syria was part of the Ottoman empire, and the medium of instruction at the sole faculty (medicine) was Turkish.

Today it is the only institution in the Middle East where all disciplines, including pure sciences and medicine, are taught in Arabic, and probably the only university in the region that has the faculty of philology.

Although one of the oldest institutions in the Arab world, the University of Damascus did not start accepting students for postgraduate courses until 1970. It still does not offer doctoral studies. The result is that all its teaching staff above the level of lecturer, were partly educated abroad — from the University of Karl Marx, in East Germany, to the University of Cairo, in Egypt, to the University of Sorbonne in France.

It is a university where both the representatives of the students' union and the teachers' federation sit on the management committees at different levels.

The University of Damascus was the cradle of the Arab Baath (resurrection) socialism — the official ideology not only of Syria but also Iraq, the neighbours who are at present hostile — during the late 1940s and the early 1950s.

The university's connection with the Baath Party — firmly in power in Syria since 1963 — continues, in style and substance. Both the student union and the Teachers' Federation are tied to the party.

Yet the university does not offer courses in political science, as such. Until two years ago the only way a Syrian student could study political science was to be accepted as a member of the Baath Party cadre, and undergo political education and training at the party's education centre.

Last year this centre was named the Institute of Political Science, and put on a formal footing of an academic institution, with its own entrance examination and age limit (of 26). The institute is meant "specifically" to prepare the students for what Dr. Elias Najma, its director, called "the supreme and higher cadres of the state: civil service, military, foreign affairs, mass media, and public sector undertaking."

The courses are wide-ranging, and include political regimes and systems, international organizations, local economy, international economy, philosophy, and languages — with stress, wherever appropriate, on the ideology of the party.

The rector of Damascus University, Dr. Mustafa Haddad, is an important member of the Baath, and inclined to attribute progress in education, and other fields, to the party.

"Since the March 1963 Revolution, the number of university departments has nearly doubled, from 38 to 70, and that of the students and the teaching staff more than trebled. The expansion has been all the more in the science and technology faculties, which is what the party wants — for the national growth and the enrichment of Arab civilization," he said.

Just before the revolution, the

number of students of pure sciences, engineering, agriculture and medicine was 30 per cent of the total; now it is over 40 per cent and is expected to move up to 50 per cent by the early 1980s.

Already, with its near 6,000 students, including 600 women, the engineering faculty — offering courses in civil, electrical, and mechanical engineering — is the third largest on the campus. It is followed closely by pure sciences where some 30 per cent of the students are female.

Agriculture, the next important faculty, has seen fairly rapid expansion recently. Then comes medicine, with 20 per cent of the places taken up by women. This faculty is remarkable for being the only one in the Middle East to use Arabic as the medium of instruction.

But, by far the largest among the thirteen faculties is the arts. It offers Arabic, English, French, history, geography, and philosophy and social studies. English has already superseded French, the traditional European language of the educated Syrians, as the popular foreign language both on the campus and outside.

University education for the Syrian nationals and Palestinians is free as long as the student does not fail his finals. If he does he has to pay the tuition fees of Syrian £100 (£16) to Syrian £150 (£25) a year. Every student is a member of the Students' Union, which is affiliated to the National Union of Syrian Students, a body open to the students aged 17 and above.

The creation of the National Progressive Front in March 1972 — consisting of the Baath, the Arab Socialist Union, the Communists, the Zionist Socialist Movement, and the Arab Socialist Movement — made no difference to the union's links with Baath.

The covenant, signed by the constituents of the Progressive Front, states: "In order to avoid creating any kind of form of conflict or strife among the students under the Front, and in order to create suitable objective atmosphere in the end, the non-Baathist parties commit themselves to work hard to end their organizational activities in this particular sector."

The union has its own building on the campus, a place that reverberated with martial music last March when Israel attacked south Lebanon. Two or three student representatives are appointed to the management or advisory bodies of various sorts: from the Council for Student Affairs to the University Council to the Council on Higher Education.

In contrast, the share of the Teachers' Federation on these committees does not exceed one member. Nonetheless, it is an important organization. Before his appointment as rector Dr. Mustafa Haddad, for instance, was the head of the Teachers' Federation at the campus.

The same pattern of student and staff participation in management exists at the new universities, at Aleppo and Latakia. The former was established in 1960, when the engineering college, then affiliated to the University of Damascus, was transformed into a university faculty; and the latter in 1970.

This measured growth in university

NATIONAL NOTES

by Jill Greenwell (Relations with Government Officer)

Unisex Insurance Rates Controversy

Ontario Minister of Consumer and Commercial Relations, Frank Drea, has stirred up a controversy by his recent announcement that he will try to persuade the province's automobile insurance industry to remove sex, age and marital status as a basis for setting rates. The Saskatchewan government's auto insurance scheme recently eliminated age and sex discrimination and the B.C. legislature is considering a bill to remove age, sex, marital status and geographical residence as factors in insurance rate-setting.

The CAUT has written to Mr. Drea pointing out that the principle inherent in the notion of "unisex" premium rates for auto insurance is one which is legitimately applicable to premiums and annuities for other types of insurance and has urged him to press the insurance industry to abolish this type of discrimination in all other types of insurance.

Censorship Conference

A Conference on Censorship, organized by the English Department at the University of Western Ontario, is scheduled for November 3, 1979. The conference will concern itself not so much with a debate on the pros and cons of censorship per se but with the issues and problems it raises within the teaching profession and how censorship may be dealt with by students, institutions, and teachers alike. Among the speakers will be Alan Borovoy (Director, Canadian Civil Liberties Association), author June Callwood and broadcast-journalist Warner Troyer. For further information contact L. Garber or J.S. Woodruff, English, Western Ontario (Telephone 519-679-3611).

Conservative Government Push For More Openness

Sources in Ottawa reveal that as part of its push to bring in a freedom of information act, the Conservative Government is considering a re-vamping of the Official Secrets Act, and the repeal of the highly controversial section 41 (2) of the Federal Court Act (under which a Minister is permitted to withhold information from the court if he certifies by affidavit that the release of the information would be injurious to international relations, national defence or security or to federal-provincial relations, or that it would disclose a confidence of the Cabinet.)

The taxpayer and Revenue Canada

Taxpayers should be aware that if an individual relies upon the opinion of a Revenue Canada employee, and as a result ends up paying more tax than he or she might otherwise pay, there is no legal recourse against Revenue. That applies even if the opinion is in writing. The only exception is if you get a formal, written advance ruling, for which you must pay. Revenue Canada undertakes to be bound by such a ruling, although some lawyers have expressed doubt about whether the undertaking could be enforced in court.

David Crombie new Minister of Health

David Crombie (Rosedale) is the new Minister of Health and Welfare and is the minister through whom the Medical Research Council reports to Parliament. Mr. Crombie, 43, is a graduate of the University of Western Ontario (B.A. Economics). From 1962 to 1971 he was a member of the faculty, and later the Director of Student Services at the Ryerson Polytechnical Institute in Toronto, before serving three consecutive terms as mayor of Toronto, 1972-78. He was first elected to Parliament in October 1978.

Research Conference on Women

The Canadian Research Institute for the Advancement of Women will hold its third annual meeting November 9-11 in Edmonton, Alberta. The theme is "Women as Persons"—in politics, psychology, economics, sociology, theology. For further information, contact CRIAW, Dept. of Physical Education, University of Alberta, Edmonton, Alberta T6G 2H9.

Government re-vamping UIC

The Conservative government is reported to be re-vamping the UIC act and to be considering the abandonment of maternity leave benefits, among other things, in order to bring about an insurance scheme aimed at the primary wage earners in a family.

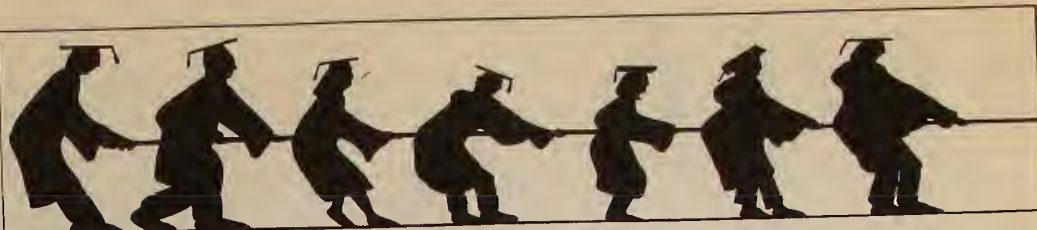
education is the result of economic factors. Syria is not an oil-producing country enjoying a boom triggered off by the quadrupling of oil price in late 1973. If anything, its economy is in a poor state. The cumulative strain of being a confrontation state for 30 years, on the eastern frontier of Israel, and the continued maintenance of a vast military force do not allow Syria to invest large sums into such social services as higher education.

The supply of the university graduates already exceeds demand. More than a quarter of the university

graduates have to wait as long as a year or more, before finding a suitable job — an unusual situation in the Middle East of today.

In short, whatever may have been the achievements of the Baathist regime in the field of higher education in the Syria of the past 15 years, the future is not likely to witness a similar growth.

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The Certification Campaign at the University of New Brunswick

By Gary N. Chaison

On May 18, 1977 a delegation from the Association of University of New Brunswick Teachers (AUNBT) met with their University's Board of Governors and requested voluntary recognition as a bargaining agent for all faculty, librarians and instructors. The request was politely but firmly denied. Two years later and as a certified bargaining agent, the AUNBT formally initiated negotiations with the University. This article will outline the events of those two years and some methods used by the AUNBT to reach the bargaining table. The writer participated in the certification campaign as chairman of the AUNBT's Collective Bargaining Committee, the group assigned the task of directing and coordinating all activities leading to certification and interpretations. It should be kept in mind that the views, conclusions and interpretations of events presented here may not necessarily be shared by others active in the campaign, and should not be construed as any official statement of AUNBT policies or objectives.

Before going into some details of the certification campaign at the University of New Brunswick, a few introductory words about faculty unionization might be in order. It appears that one of the major problems faced by members of a faculty association moving toward certification is the conversion of their organization into a bargaining agent. The association must first develop structures to achieve certification and this may require that campaign decision-making be centralized and vested in a single, small committee to ensure the best use of expertise and enable fast reactions to the events of the campaign. But the Association must also broaden the base of participation in the preparation of a proposal for negotiations and for the later enforcement of the agreement.

In brief, different internal structures are needed by the association in its movement from a "consultative" organization to a campaigning organization to a bargaining agent. During the certification stage the association has to be almost three organizations in one. While campaigning, it must carry out such prior functions as lobbying, publishing a newsletter and handling Academic Freedom and Tenure cases. This would allay the fears of those members who feel that certification would turn the association into an "industrial type" trade union, while also leaving something to return to in the event of an unsuccessful campaign. Aside from campaigning and

carrying on its traditional activities, the association must become involved in drafting a negotiating proposal and designing a procedure for its approval by the membership. A failure to do this would prove to be more than just embarrassing if certification is granted; some provinces require that substantive negotiations begin within a short time after certification. Furthermore, optimistic planning can only be helpful during the campaign as an indication that the association is serious about bargaining and confident it will receive certification.

The certification campaign places the faculty association into a transitional stage which can, as in the case of the AUNBT, last for a considerable time. The smooth transition, either forward as a bargaining agent, or back to being a consultative association, will depend upon the planning and organizing carried out during the campaign. The case of the AUNBT's campaign illustrates this point as well as some of the specific techniques used in the sign-up and election stages.

Background to the Certification Campaign

The University of New Brunswick enrolls about 6,000 undergraduates and graduate students at its campuses in Fredericton and Saint John. U.N.B. at Fredericton, founded in 1785, enrolls over five thousand students and employs about five hundred faculty, librarians and instructors. The Saint John campus was opened in 1964 and employs about 65 faculty and librarians.

The academic unit in Fredericton is composed of several faculties and schools. The Faculty of Arts, covering twelve departments and the School of Administration, is by far the largest in staff and includes almost two hundred members. The Science Faculty is divided into four departments and approximately eighty members. Engineering consists of five departments and a School of Computing Science, with about eighty full-time faculty. The Education Faculty, once a separate teachers college, includes four divisions and sixty faculty. The remaining academic units are Physical Education, Nursing, Forestry and a School of Law. The Saint John campus is divided into divisions of Science, Social Science, Humanities and Languages, Business Administration and Mathematics, Science and Engineering. The size of these divisions range from seven to about twenty members each.

In 1957, a group of faculty members at the University formed the AUNBT as a professional association. The AUNBT soon became affiliated with the CAUT and adopted a structure typical of faculty associations. A ten member Executive is elected annually at a general meeting of the membership. Standing committees include those for Academic Freedom and Tenure, External Relations, Membership, the Newsletter, and the Constitution. Membership in the Association in the last decade was generally around fifty to sixty per cent of the faculty. Dues were deducted by voluntary check-off from the members' paychecks.

The Request for Voluntary Recognition

Aside from its handling of Academic Freedom and Tenure cases, the AUNBT played a role in the work relationship of its members in two principal ways. First, the AUNBT and the University had negotiated a document called "Terms and Conditions of Employment." As a form of "gentlemen's agreement," this was established in 1971 and covers aspects of appointments, promotion, tenure, search committee procedures, financial exigency, duties of administrators, leaves policy and so on. It is not subject to periodic renegotiation, has been changed unilaterally by the University and disputes over its interpretation are subject only to "morally binding" arbitration. It has never been determined if "Terms and Conditions" is legally enforceable.

The AUNBT also attempted to influence the University in the area of salaries through the submission to the Board of Governors of an annual brief on economic benefits. By the early 1970's, the officers and members began to view the association as ineffectual in presenting a case for improved salaries. The AUNBT's requests for a more rational and competitive salary structure were seemingly lost in the reports conveyed from the University to the Maritime Provinces Higher Education Commission and on to the Council of Maritime Premiers. The membership began to show an interest in direct salary negotiations between the Association and the University.

The stabilized enrollments and declining government grants of the early 1970's also prompted the officers and members to reconsider the degree of protection they enjoyed under "Terms and Conditions of Employ-

ment." While the document seemed fair in most respects, questions still remained about the protection it could afford in the face of a possible University declaration of academic redundancy or financial exigency.

In 1973 a committee of the Executive was established to examine all aspects of collective bargaining. Literature was distributed dealing mostly with negotiations at other campuses and the differences between voluntary recognition and certification. In February 1974, the membership was asked in a secret ballot poll if they wished to have the AUNBT become a collective bargaining agent. The results, found in Table 1, indicated a substantial interest in collective bargaining but not enough support for a move in that direction.

In the following three years the AUNBT met with the University to discuss possible negotiations over salaries, but no agreement could be reached on basic procedures. During that period a series of very low salary increases moved U.N.B.'s relative position to one of the lowest in the country in all academic ranks. The University also eliminated the system of merit increments without regard to the results in all academic ranks. The "Terms and Conditions of Employment" and without consultation with the faculty. There was an increased interest in the idea of establishing a bargaining relationship and another advisory poll was taken of the membership in January 1977. The results in Table 1 indicate a shift toward collective bargaining. The absence of "undecided" on the second ballot may have accounted for some of this change. Whatever the case, the AUNBT Executive responded to the results of the poll by taking the preliminary steps needed to become a bargaining agent. Motions at the April 1977 general membership meeting approved the constitutional changes that transformed AUNBT into a trade union under the New Brunswick Industrial Relations Act. A decision was made to represent a bargaining unit of faculty, librarians and instructors. Accordingly, a motion was passed which admitted instructors to AUNBT membership. A similar motion with respect to librarians had been passed in 1973.

The April 1977 general meeting authorized the Executive to seek voluntary recognition from the University as an exclusive bargaining agent. On May 18 a delegation from the AUNBT Executive appeared before the Board of Governors with a request for recogni-



tion. The request was denied eight days later in a letter from the President to all faculty and librarians. The Board expressed its uncertainty about the unit applied for as well as the extent to which the January poll represented the views of the majority of faculty and librarians.

The AUNBT now found itself in the position where it had to determine if a majority of those who it wished to bargain for were interested in collective bargaining. A university-wide poll could have been conducted, but the results would not have compelled the employer to negotiate. On the other hand, the certification process provides a means to poll the unit members, with a requirement to negotiate if the showing of interest is sufficient. Accordingly, it was decided that a certification campaign would be planned during the summer and begin in the fall. For the next two years, the AUNBT would be free to withdraw stage as not quite the same association it once was, but not yet an established bargaining agent. This transition was eased by the structures developed over the next few months.

Preparations for the Certification Campaign (May 26, 1977 to October 26, 1977)

Under the New Brunswick Industrial Relations Act, there are two routes for establishing a collective bargaining relationship. A union may apply to the employer for recognition as exclusive bargaining agent. If the employer grants recognition, negotiations may begin. There is no compulsion that the employer negotiate in good faith and the employer is free to withdraw recognition and discontinue negotiations. Having failed to receive recognition (or having decided not to take the recognition route), a union may attempt to become certified. Once certified by the Industrial Relations Board, the union could compel the employer to meet and negotiate in good faith. Certification may be achieved by the presentation of membership forms to the Board by the union. After conducting hearings and examining evidence, the Board will decide on the appropriate unit, i.e. the group of employees to be represented in collective bargaining. It will then determine the proportion of the unit that has signed membership forms with the applicant union. If this proportion is less than 40 per cent, the application will be dismissed. Certification will usually be granted if the proportion is greater than sixty per cent. A certification election will be conducted if the union has signed more than forty but less than fifty per cent of the unit. Proportions between fifty and sixty per cent will result, at the discretion of the Board, in either a grant of certification or a certification election. Under the New Brunswick Industrial Relations Act, a union wins a certification election if it receives "yes" votes from a majority of the unit members at work on the days of the election. In other words, the union needs a majority of the unit, not just a majority of votes cast. In effect, abstention and even spoiled ballots count against the union.

The AUNBT recognized the difficulty in winning a certification election in New Brunswick. The preferable route would be to sign a large proportion of the potential bargaining unit and apply for a grant of certification. This would

have to be accomplished in the absence of any single event that could stir a mass movement toward collective bargaining. It was believed, however, that there was a widespread, though not strongly expressed dissatisfaction with salaries as well as some apprehension about faculty reduction in the near future. The AUNBT would have to determine the importance of these issues and indicate how the problems could be resolved in a collective agreement.

A Collective Bargaining Committee was established by the Executive to direct and coordinate a campaign aimed at receiving a grant of certification. The Executive appointed a chairman to the Committee who would recruit additional members. Questions of policy would continue to be made by the Executive, but the day to day strategy, direction and coordination of the campaign would be carried out by the Collective Bargaining Committee. The Chairman of the Committee would report weekly to the AUNBT Executive. By the end of June the Committee was fully constituted with six members and was meeting weekly to determine the overall campaign strategy.

The Collective Bargaining Committee, in consultation with both CAUT professional staff and legal counsel, had considered various approaches to a membership sign-up campaign. In mid-July, the Committee presented its recommendations to the Executive. The Collective Bargaining Committee would act as a coordinating committee for the campaign. Its chairman was designated as liaison with legal counsel and as the AUNBT representative to the media. The Collective Bargaining Committee would have two sub-committees. A Drafting Committee would be directed to prepare a proposal for future negotiations and would be staffed with persons willing to become experts on the content and language of faculty collective agreements. The other sub-committee, called the Collective Bargaining Council, would have a major responsibility for signing members during the campaign and for the receipt and approval of the proposed collective agreement. Membership in the Council would be broadly representative of the departments in the university and might reach forty. Meetings of the Council would be convened by the Chairman of the Collective Bargaining Committee. The

Drafting Committee could meet at the call of its Chairman and act fairly independently in writing the proposal.

The AUNBT's committee structure was altered to some degree in anticipation of the campaign. The activities of the Membership Committee were to be performed by the Collective Bargaining Committee and the Council. The Economic Benefits Committee was directed to function through the Drafting Committee and to prepare clauses aimed at restructuring the salary and benefits systems.

In the Summer and early Fall of 1977, the preparations were made for the certification campaign. In September the Drafting Committee was fully staffed and began examining agreements at other universities. Twenty-four members were recruited for the Council, representing departments and schools in all faculties and on both campuses. The Collective Bargaining Committee met with the AUNBT's lawyers, campaign regulations had been discussed and a membership form had been designed. Lists were compiled of faculty, librarians and instructors and areas of low AUNBT membership were identified. Calculations were made of the size of the largest probable bargaining unit in order to arrive at some objectives for the sign-up campaign.

The Collective Bargaining Committee and the Executive decided that the campaign would officially begin at the Fall general membership meeting on October 26. Motions would be presented endorsing the terms of reference of the Collective Bargaining Committee, and authorizing the AUNBT, through the Committee, to seek certification as bargaining agent for all full-time faculty, librarians and instructors. If these motions were passed, the sign-up campaign would begin immediately at the adjournment of the meeting.

The Committee had calculated that the largest possible bargaining unit that could be approved by the Industrial Relations Board would total 570 members (about 515 faculty, 30 librarians and 25 instructors). It was felt that 65 per cent of this unit, or 370 signers, would be needed for a successful grant of certification from the Board because of the possibility of invalid or incomplete membership forms. Rather ambitious objectives for the campaign were set at a majority (285 forms) by December 1 and sixty to

sixty-five per cent by the mid-December break in classes. It was expected that the certification application would be filed with the Board by late December or early January, with hearings completed by the Spring and negotiations completed before the end of the calendar year. It was the Committee's impression that the University would not openly campaign against certification, believing that the AUNBT could not reach a majority and that opposition might backfire and win support for the collective bargaining. However, it was expected that the University would show strong opposition at the hearings before the Industrial Relations Board. It would try to whittle away the AUNBT's majority, have the certification application dismissed on technicalities or at least force an election.

The final preparations occurred in mid-October. A research assistant was hired for clerical chores, primarily copying and mailing literature. Members of the Committee drafted memos on such issues as economic benefits, the inadequacies in the present terms and conditions of employment, and results of collective bargaining elsewhere. A notice of motion for the general meeting was sent to the membership, along with a five-page note prepared by the CAUT dealing with general aspects of certification and bargaining. Finally, three days before the start of the campaign, the overall strategy as well as detailed sign-up procedures were discussed at a joint meeting of the AUNBT Executive, Collective Bargaining Committee, Collective Bargaining Council, the AUNBT's lawyers and representatives of the CAUT.

The sign-up campaign (October 26, 1977 to January 12, 1978)

The October 26 general meeting passed the motions dealing with certification without any substantial opposition. The sign-up campaign began immediately at the adjournment of the meeting (about 35 of those attending signed) and continued for almost three months. Table 2 indicates the progress of the sign-up campaign. It appears that the campaign began very well, gained momentum in mid and late November and peaked by the beginning of December. A near majority was reached by November 25, about one month into the campaign. The Collective Bargaining Committee's objective of a majority by December 1 had been exceeded by almost forty signed forms. In early December the campaign was reaching a saturation point, and it was becoming increasingly difficult to find unit members who favoured certification but had not yet joined. The last two weeks in December were lost time for the campaign because of the holiday break. The resumption of classes brought an intensive effort to raise the number of sign-up forms to a comfortable margin above sixty per cent. On January 12 the AUNBT filed for certification after 365 members (64 per cent) of the largest probable bargaining unit had joined the Association and authorized it to act as their bargaining agent.

The sign-up forms were collected by over fifty individuals. The members of the Collective Bargaining Committee collected over 100 signed forms and the Executive brought in 47 forms. The Collective Bargaining Council collected about 120 forms. Interestingly,

TABLE 1
Results of AUNBT advisory polls

Question: "Would you favour AUNBT taking steps to become the collective bargaining agent for faculty and librarians at this time?"

	February, 1974	January, 1977
Yes	103	140
No	75	91
Undecided	30	—
Spoiled	3	1
No response	82	82
TOTAL	293	314

"Yes" votes as a percentage of:

Total votes cast	48.3%	60.3%
Total "decided" votes cast	57.9%	60.3%



the major activists in the sign-up campaign did not come exclusively from the ranks of the AUNBT committees. Almost 100 forms were collected by about 15 individuals who were not members of committees structures but who volunteered to approach their colleagues about certification. Many of these would be asked to help the Association in later stages of the campaign.

The major areas of strength in the campaign were the Faculty of Arts (160 of 195 members signed), Education (56/61), Science (55/77) and the Library (22/27). Thirty-eight of the sixty-six faculty and librarians at the Saint John Campus signed. Offsetting these results were the low proportions in Faculties of Engineering (only about ten per cent signed) and in the Faculty of Forestry and the School of Law, where no unit members were signed.

While the actual signing of members was accomplished on a personal and individual basis, the Collective Bargaining Committee attempted to reach unit members through campaign literature and meetings with departments or groups. The Committee met with members of the Faculty of Nursing, the Saint John Campus, the Faculty of Physical Education, the Faculties of Engineering and Forestry and the Law School. These were groups which had either low prior AUNBT membership, no representative on the Collective Bargaining Council or were employed at locations or under conditions somewhat different than the remainder of the unit.

Campaign literature was factual and concise and was printed on distinctive orange paper. Literature was mailed on a weekly basis for the first six weeks of the campaign. All unit members received the information on bargaining that was initially distributed to only AUNBT members prior to the October 26 meeting. This was soon followed by press releases illustrating the results of negotiations elsewhere. The next mailing indicated that the present "Terms and Conditions of Employment" might not be legally binding, had no amending formula, had been unilaterally altered in the past by the University and did not apply to librarians and instructors. A week later a memo on salaries was distributed, illustrating the extent to which the relative salaries at the University had deteriorated in the past six years. This was soon followed by a note on professionalism and collective bargaining, prepared by the CAUT. At the end of November, a majority had been reached and this was announced in the first of a series of "progress reports." These one or two page mailings have continued to date and contain short descriptions of meetings, changes in committee membership, progress at hearings or negotiations, and notes on organizing and negotiating activities elsewhere.

The faculty on sabbatical were sent a package in early November containing a membership application, information on the events leading to the campaign, a short memo on the difficulties with salaries and news releases on agreements negotiated elsewhere. About half of the sabbaticans returned their membership forms signed.

One characteristic unique to the organizing campaign at U.N.B. was the formation of unions of engineering and forestry faculty and of law faculty. In 1973 the members of the Law School had formed a trade union but decided not to attempt to become recognized or certified unless there was a possibility that they would be

covered by an agreement negotiated by the AUNBT. The campaign in 1977 raised this possibility and prompted the thirteen law faculty to apply for certification separately. Encouraged and assisted by the law faculty, the members of the engineering and forestry faculties formed their own trade union after learning in early December that the AUNBT had attained a majority sign-up.

Officers and members of these trade unions claimed that they were not opposed to collective bargaining but that their interests, particularly in regard to salaries and consulting, would be better represented through negotiations by their own unions. No attempt will be made here to characterize the validity of these apparent fears of the submergence of interests within the broader unit. It should be noted however that this attempt to splinter the traditional university-wide bargaining unit was prompted by the then recent decision of the Ontario Labour Relations Board that the faculty at Osgoode Hall Law School could separate from the bargaining unit represented by the York University Faculty Association.

In mid-January the AUNBT recognized that few new members could be found and that its sign-up objective had largely been reached. The formation of unions of engineers and foresters and of lawyers had ended whatever potential there may have been for greater membership within those faculties. On the morning of January 12, 1978 the AUNBT filed for certification before the New Brunswick Industrial Relations Board. Somehow the law faculty union had predicted this and, unbeknownst to the AUNBT, filed the day before. On January 16, the Board received an application from a union claiming to represent members of the engineering and forestry faculties.

The hearings before the Industrial Relations Board (February 5 to September 25, 1978)

The hearings before the New Brunswick Industrial Relations Board were a very complex and lengthy affair. The Board is part-time and has difficulty scheduling a case for more than a few days per month. One or two month adjournments are not uncommon in certification cases. The hearings were also complicated by the presence of three applicant trade unions.

The major task faced by the Board was one of determining the scope of the appropriate bargaining unit. If the units applied for by the law faculty and the engineering and forestry faculty were determined to be appropriate, then separate certification might be granted. Alternatively, if the broader unit described in the AUNBT application was appropriate, the law and engineering applications should be dismissed. Accordingly, the law faculty and engineering faculty unions claimed unique employment conditions, mostly with respect to the need for market differentials, relationships with professional associations and a separate community of interest. The University argued a case for a single broad unit but claimed that this unit should exclude instructors and librarians. Arguments were also made by the University that faculty members performed managerial functions and should be denied a protected right to organize and bargain.

On February 15 and 16, 1978 the hearings began with the presentation of the case by the law faculty union. This was continued on March 16. The inability of the engineers' union to produce witnesses during the late spring and summer resulted in an adjournment until September. However, the Board seemed determined to complete the hearings and reserved seven days for the case. On September 18, 19, 20 and 21 the engineers' union called witnesses. The AUNBT's case was presented on the 21, 22 and 25th and consisted of only three witnesses who discussed the role and functions of chairmen (a group which the University sought to have excluded from the unit), the systems of governance within the University and the general trends in unit determination, certification and negotiations at Canadian universities. The University decided not to call any witnesses, apparently believing that it had made the best of its case through cross examination. The written arguments of the parties were submitted by October 25, with written rebuttals by November 10th.

In a letter dated December 27, 1978, the Industrial Relations Board advised the AUNBT of its decision. The university-wide unit applied for by the AUNBT was determined to be appropriate and the applications of the rival unions were dismissed. However, the Board had somehow decided that it would need additional proof of the majority status of the AUNBT. It directed that a certification vote be conducted.

While the hearings were being conducted before the Board, a period of eight months, the AUNBT's structures for certification and bargaining remained active. The Collective Bargaining Council met on five occasions to determine a new system for representation on the Council in anticipation of the review of the proposal for negotiations. A formula was devised for the selection of representatives based on AUNBT membership in departments, schools and faculties. The Drafting Committee was meeting weekly and the draft of a proposal was nearing completion. Eight progress reports were distributed to both members and non-members, describing the Council meetings, the events at the hearings and the negotiations at other campuses. Finally, the Collective Bargaining Committee attended the hearings and assisted the attorneys. The AUNBT was attempting to maintain the momentum and membership interest which had been generated during the sign-up campaign. Those who had been active in certification were working on the preparations for negotiations and could be called upon for help in the election campaign.

In the period since the end of the sign-up campaign, new issues emerged which prompted greater interest in collective bargaining. In October, a committee established to examine the future of the University released its report and presented a gloomy view of substantial faculty cuts in the near future. To many, "Terms and Conditions of Employment" no longer seemed to be adequate protection. In addition, the faculty's claims that there should be greater accountability in administrative decision-making seemed to find renewed justification with the revelation that the University had found an unexpected million budget surplus. The issues of employment security, adequate compensation, and accountability seemed to be clearer and stronger at this point than in the earlier sign-up campaign.

The Election Campaign (September 25, 1978 to March 15, 1979)

Since the completion of the hearings in September, the Collective Bargaining Committee recognized both the possibility of an election and the stringent requirements for election victory. As noted earlier, more than fifty per cent of the eligible voters must vote "yes" for the Association to be certified. Therefore, the AUNBT's initial task after the election had been called, would be to ensure that the voters list would not be expanded and that the definition of "eligible voters" would not be against the interests of the Association. The AUNBT's scrutineer acted in coordination with the Collective Bargaining Committee and legal counsel, and prevented the University from altering election rules dealing with the voting rights of faculty on leave and the determination of absence from working during election days. The University scrutineers, as well as those who represented rival unions, did

TABLE 2

The results of the AUNBT sign-up campaign*

Started — Wednesday, October 26, 1977

Ended — Thursday, January 12, 1978

Week Ending	Number Signed during week	Total signed	Percent of unit signed during week*	Percent of unit signed to date
Oct. 28	51	51	8.9%	8.9%
Nov. 4	34	85	6.0	14.9
Nov. 11	50	135	8.8	23.7
Nov. 18	80	215	14.0	37.7
Nov. 25	68	283	11.9	49.6
Dec. 1	25	308	4.4	54.0
Dec. 9	13	321	2.3	56.3
Dec. 16	12	333	2.1	58.4
Dec. 23	2	335	.4	58.8
Dec. 30	3	338	.5	59.3
Jan. 6	15	353	2.6	61.9
Jan. 12	12	365	2.1	64.0
(Thurs.)				

*Unit equals approximately 570 full-time faculty, librarians and instructors.



manage to add to the voters list the names of about 30 research associates and faculty. The AUNBT decided to campaign among these groups rather than challenge their votes. The University reserved the right to challenge the votes of some research associations, persons with certain joint appointments, and faculty members on campus budget committees. These votes would be segregated and would be counted only if the Board, after a hearing, decided that they were cast by unit members.

The Collective Bargaining Committee decided that it would need a decisive election victory in order to prevent the outcome from being determined by the Board's ruling on challenged votes. Furthermore, it was felt the proportion voting "yes" should be as close as possible to the support shown during the sign-up campaign. In keeping with these objectives, the campaign would be directed at maximum voter turnout, particularly among those who had signed during the earlier part of the campaign.

The campaign literature emphasized the strong possibility that the AUNBT would win the election but that a large turnout would increase its strength at the bargaining table. The dates of the election were repeated continuously along with the fact that a majority of possible votes rather than actual votes cast was needed for a victory. Eight progress reports were distributed during the seven week campaign.

The Board announced that the election would be conducted on March 7, 8 and 9 (Wednesday to Friday) in Fredericton and March 12 and 13 (Monday and Tuesday) in Saint John. By the beginning of February the Collective Bargaining Committee was putting together an organization of campaign workers. Each member of the Collective Bargaining Committee would serve as a coordinator for either a large faculty or a group of smaller faculties and schools. About thirty campaign workers were recruited, mostly from the Council and Executive. The duties of the campaign workers would be restricted to reminding their colleagues to vote on election day. Campaigning during and immediately prior to a certification election is prohibited by the New Brunswick Industrial Relations Act.

One week before the beginning of the election, the Collective Bargaining Committee met with the campaign workers to discuss the election procedures and means to ensure a heavy turnout, particularly among the so-called "unchallenged pro vote", i.e. prior signers whose votes would not be challenged by the University. At that time the AUNBT scrutineer was also briefing his assistant on their crucial role in the election.

On the days of the election the AUNBT scrutineers were provided with lists of eligible voters and were asked to check off the names of those who had voted. Each scrutineer served for one and one-half hour shifts. When a shift was over a scrutineer brought his list to the Collective Bargaining Committee and the names of the voters during that period were checked off a master list and department lists. Campaign coordinators would examine the lists within their areas of responsibility and notify the campaign workers about who had or had not yet voted. This procedure enabled the coordinators to identify those departments or areas where voting was slow or where supporters had not voted. At the end of the five-day voting period, 485 of a possible 517 votes had been

TABLE 3
Results of AUNBT certification election
(March 7-9, 12, 13 - 1979)

	Initial Results	Results after challenges were dismissed
Number of eligible voters	517	517
Number of votes cast	485	485
Number voting "yes"	295	309
Number voting "no"	164	175
Number of spoiled ballots	1	1
Number of challenged ballots	25	—

cast—a turnout of almost 94 per cent. The counting of the ballots indicated a clear victory for the AUNBT (see Table 3).

After the university's challenges were heard and dismissed by the Industrial Relations Board, and the challenged votes were counted, sixty-four per cent of the votes cast were in favour of the AUNBT acting as bargaining agent. This represents almost sixty per cent of the total eligible voters. The stringent requirement for certification election victory in New Brunswick was neutralized by the heavy voter turnout.

On March 30, 1978, the AUNBT was certified by the Industrial Relations Board. The Collective Bargaining Council was re-established with about 40 elected members. Negotiations begin in mid-April and continue at this time.

Conclusions

There is probably no reason to assume that the factors which led to the success of the AUNBT's certification campaign are universally applicable to situations at other campuses. A unique aspect to certification campaigns at universities is the conversion of an already existing association with its governing structures, internal politics and institutional traditions, into a bargaining agent. Organizing campaigns in industry usually involved

building an organization rather than changing one. What works well on one campus may not on another because of the differences in existing institutional arrangements. There are, however, some general conclusions which might be useful.

First, it would appear that the move toward collective bargaining has to be a broad commitment on the part of the association. Although the specific tasks of directing or coordinating the campaign should be assigned to a small committee, the Executive and a large proportion of the membership should be active whenever possible in the actual campaigning. It would be a mistake to rely too heavily on campaign literature or seminars and forget the importance of personal contact in both sign-up and election campaigns. The establishment of a large representative body, such as that of the AUNBT's Collective Bargaining Council, helping to spread out the campaign work and increased membership interest in, and knowledge of collective bargaining.

It has also been emphasized that a certification campaign places the faculty association in the transitional stage between being a consultative organization and being a bargaining agent. Failure in the campaign will result in a return to the prior state while success will complete this transition. Faced with the uncertainty of its movement, the association's officers simultaneously

ly planned for imminent negotiations while keeping the earlier association structure intact in the case of defeat. Those active in the campaign have to be optimistic about the chances of success despite long delays in hearings and possible opposition from the University and faculty groups. For example, throughout the U.N.B. campaign, the Collective Bargaining Council planned methods to reconstitute itself on an elected basis and established procedures to review a proposal for negotiations. The drafting Committee spent one and one-half man years drafting a proposal while there was still a possibility that the AUNBT might lose the campaign. It is ironic that in the midst of this optimism, the Collective Bargaining Committee found it best to consciously base its plans on the worst possible scenarios. For example, plans were made for an election campaign three months before the Industrial Relations Board decided that one would be conducted.

Finally, if the case of the AUNBT's campaign illustrates anything it might be the need for planning and organizing (rather than specific plans or structures). Committees, sub-committees, councils and so on will have to be staffed and their tasks defined well in advance of a sign-up or election campaign. Other faculty associations may suggest examples of such structures but the methods eventually used will be shaped by the particular characteristics of the association, the faculty, and the University and the possible sources of participation, support and opposition. It is understandable for a certification campaign to be lost because the members did not strongly support collective bargaining. The association can return to its prior activities with the possibility of another campaign some time in the future. This road back might not be open to the association whose members wanted collective bargaining but whose officers did not make a careful and thorough effort to achieve it.

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In February, 1978, Henry Rosovsky, dean of the Harvard faculty, circulated to the Harvard community copies of a thirty-six-page typescript entitled "Report on the Core Curriculum," a set of guidelines for some changes in that portion of the undergraduate program known as general education. At the college, reaction was mild, but beyond the Yard the press has celebrated the report as a significant reform and a vindication of those who for more than a decade have decried an erosion of academic standards in undergraduate education. The *New York Times* editorialized its hope that "the Harvard way becomes the nation's way." Many who have read the report closely are, like Henry Rosovsky himself, surprised at the flurry of attention it has received.

Calls for a dramatic revision of undergraduate curricula have been made throughout the history of higher education. The present restiveness at Harvard has been growing for some years as the sciences have been relaxed regarding what courses students may take to satisfy the general-education requirements. Faculty members have confessed embarrassment and dismay that graduates are welcomed "to the company of educated men and women" each June simply for having passed a required number of courses, without necessarily having mastered any common set of skills or body of knowledge. Harvard's distaste has been echoed at other institutions around the country and was summed up in the finding of the Carnegie Commission on Higher Education in 1977: "General education in America is a disaster area."

Against these frustrations any reform Harvard might have proposed was likely to be greeted with enthusiasm. Disarmed by the title of the report, the public was quick to suppose that the core curriculum would prescribe common courses and reduce the number of electives allowed undergraduates. But the differences between what the report in fact proposes and what its title implies are considerable.

What it is not

Let us first establish what the proposed core curriculum is not. For one thing, it is not what most of us understand by the phrase *core curriculum*. Frederick Rudolph, a historian of education, offers this definition: "Core . . . programs are common, tightly knit, yet broad and often interdisciplinary series of courses usually required of all students." In a pure core curriculum, all students take the same courses. The modern prototype of core curricula was established in 1937 when Stringfellow Barr and Scott Buchanan advised, to Robert Maynard Hutchins at the University of Chicago, went off to rescue the floundering St. John's College in Annapolis, Maryland. Since then, all students at St. John's have studied the same 120 "classics of Western civilization," and only these, during the four undergraduate years. In contrast, Harvard's so-called core curriculum asks students to select eight from about 100 courses.

The Harvard core might legitimately have claimed the rubric of "core curriculum" if it had mandated even one or two courses such as those required of all undergraduates at Columbia and Reed. But it did not.

Part of the public pleasure in the Harvard report seems to arise from the expectation that a core curriculum will

supply undergraduates with a basic armament of common learning. Like the craze for minimal competency standards in high schools, the notion that the educated share a single set of facts and ideas is satisfyingly simple. It gratifies our need to perceive society as unified and consensual in the face of ample evidence to the contrary. But "Report on the Core Curriculum" expressly denies that it intends to furnish any common core: "We are not proposing an identical set of courses for all students, and we are not proposing an even-handed introduction to all fields of knowledge . . . We do not think there is a single set of Great Books that every educated person must master." Those who look to Harvard to define a body of knowledge common to all educated people must be disappointed.

What the Harvard core curriculum does require is that every student take at least one course in seven or eight of the following areas: literature and the arts, history, science and mathematics, foreign languages and cultures. In each of these areas, students will select from a list of eight to ten approved courses, some specially designed for the core curriculum, some adapted from present offerings. It is intended that all courses on the list in any area will impart the "mode of understanding" characteristic of that area. The "core" of Harvard's new curriculum is the mastery of these modes of understanding.

Neither does the proposed core curriculum reduce the number of electives taken by Harvard men and women. Under the present scheme, an undergraduate takes thirty-two one-semester courses to earn the bachelor's degree—sixteen in the major field, eight to fulfill the general-education requirements, and eight free electives. Under the proposed scheme, an undergraduate would take sixteen in the major (as before), as few as seven to fulfill the core curriculum requirements, and as many as nine free electives—one more than is currently permitted.

Not a core curriculum, the new curriculum is also not radically new. By the current rules, a student's eight general-education courses are chosen from more than 800 and distributed over three broad areas: humanities, social sciences, and natural sciences. Under the new rules, a student will select seven or eight courses from an estimated 100 alternatives distributed over ten areas. Given the notorious difficulty of effecting any changes at all in college curricula, Dean Rosovsky and his colleagues deserve credit for a victory over institutional inertia, but the result is hardly dramatic reform. By slicing the pie of learning into not three portions but ten, and by reducing the choices from 800 courses to 100, the revised curriculum may be regarded, as Mortimer Adler recently said, "as some check on the indigestible smorgasbord of the elective system, but it can hardly be defended as a restoration of the truly general education."

Nothing in the "Report on the Core Curriculum" offers other institutions an example of thorough reform.

Harvard's new clothes

by Adele Simmons

Nonetheless, *Saturday Review* called the report "a quiet revolution." Ralph Nader, who has a reputation for looking at innovations with a critical eye, characterized the report as mandating "more required courses and fewer electives." Why, one wonders, do so many people see in the report what is not there?

Clothing the Emperor

I think they are simply clothing the Emperor. In higher education as in other social institutions, Americans crave order, the restoration of absolutes, and the reassertion of traditional values. For many, especially parents, the tendency of colleges in the late 1960s and early 1970s to permit undergraduates more latitude in choosing their programs and, in some instances, to reduce or eliminate general-education requirements manifests the anarchy of those years. People remember the 1960s not just as chaotic but as nihilistic. Liberty became license; freedom ran amok. Joseph Kraft has discovered in the 1960s the origins of "a crumbling of consent" that continues today, with wives challenging husbands, children defying parents, students "sassing teachers," and workers resisting orders. The widespread reaction to the "Report on the Core Curriculum" reflects a desire of many Americans to believe that the academy, led by Harvard, is assuming an authority they themselves have abdicated and is taking charge of their children.

There are real dangers, I believe, both in greeting the Harvard report as genuine reform and in basing judgements about what is best in higher education on reactions against what we believe happened in the 1960s and 1970s. Particularly as we try to strengthen general education, we must create new forms, not copies of a pale revision of programs past.

A single vignette may illustrate my view of our task in undergraduate education. One night last winter, a student who came to my house for dinner announced that she would have to leave early to attend a meeting. She was a member of a Town of Amherst citizens' committee that had been convened to make recommendations about what recombinant DNA research would be permitted in the town.

Most important job

This young woman was not a specialist in genetics; she was simply a concerned citizen. Clearly society expects colleges to prepare nonspecialists to sit on such committees and exercise informed judgment about such questions. That is one function of general education in a democratic society, and to fulfill it well may be the most important job of educators today.

It may be that the future, to members of any generation, always looks more fragile and demanding than the present could possibly have appeared to their fathers and mothers. Even acknowledging a degree of generational parallax, I believe that today's

undergraduates will need an unprecedented breadth of knowledge and richness of imagination. The technical and moral subtleties of the decisions they will face can leave one defenseless before the temptation simply to renounce personal responsibility. Undergraduate education must prepare the student not to walk away from choices, not to leave them to the experts.

The temptation not to act—or to respond to complexity by acting reflexively, according to the demagogic examples that are always plentiful—is made more attractive as knowledge multiplies and traditional paradigms of moral behavior lose force in society. Relatively little uncertainty surrounded the decision of American men and women after Pearl Harbor to take up arms against the Nazis, and the right moral choices quickly became clear during the era of civil-rights agitation. But today right choices appear elusive, and the strain created by living with moral ambiguity is already distorting the responses of many Americans.

This is a time of single-issue politics. Now that the Keynesian principle of the incompatibility between inflation and recession no longer explains our problems or points toward solutions, Americans betray a certain desperation for self-preservation by supporting indiscriminate, meat-ax measures like Proposition 13. Traditional assumptions about life's very nature and value seem to be threatened by cryogenics, extra-uterine conception, and recombinant DNA research. In reaction, citizens try to ward off anxiety and uncertainty by taking simple positions—usually against change in the status quo. The growing tendency of voters to judge a candidate on the basis of his or her position on only one issue—be it abortion, tax reform, or capital punishment—threatens representative government and typifies the danger an ill-educated electorate poses in time of stress.

Essentially religious

Nobody has yet empirically demonstrated that one curriculum achieves a more thorough general education and broader literacy than another. Research has singled out to no one program as superior. Education is not so much a science as a civil religion, arguably the American religion. In an increasingly secular society, education has come to be seen as a means of practical salvation from poverty and powerlessness. One school of social critics argues that our educational institutions do not promote upward mobility; yet faith in education persists.

Debates about curriculum are essentially religious, then. In these terms, the kind of curriculum reform represented in the Harvard report corresponds to the work of the Talmudic scholars who reinterpret texts that are themselves reinterpretations. Harvard's reworking of the existing general-education program is similarly just a revision. Every institution of undergraduate education should re-examine the purpose of general education and formulate its own program. And because no one approach will be demonstrably best, we should encourage a diversity of programs. We must guard against the tendency to see the programs adopted at Harvard, the *sacrum sanctorum*, as the infallible doctrine by which all other programs may be judged orthodox or heretical. Other, more innovative approaches can be equally rigorous and valuable instruments of instruction. For example, learning of a most useful kind often occurs when students are permitted to participate in the design of their own education. Active, responsible citizenship requires independence of thought, an ability to

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find issues for one's self, and experience in discovering modes of inquiry that fit the problem at hand. I do not suggest that students be set adrift, but that they work in responsible partnership with faculty.

My own general education in the natural sciences provides a case in point. As a woman student typically phobic about courses in the "hard" sciences, I fulfilled the distribution requirement in natural science by taking an easy geology course known lovingly to Radcliffe students as "Rocks for Jocks." I learned little of geology and, more distressing, almost nothing of the scientific method.

In contrast, a young dancer at Hampshire who had a similar antipathy for science declared that she would never graduate because she could not fulfill the college requirement in natural science. Members of the science faculty met with her and determined what in the sciences bore a relation of significance to her work as a dancer. She fulfilled the science requirement by completing a study of muscles and movement, mastering in the course of her work both physiology and aspects of biochemistry. I am confident that she knows more about the modes of inquiry characteristic of science than I knew when I finished "Rocks for Jocks."

Freedom to choose

The students' experience when allowed to educate themselves with the advice of wiser elders suggests that the freedom to choose is an advantage in learning. Yet precisely because students sought such freedom in the late 1960s and early 1970s it is rejected now. Can thoughtful people really be satisfied with the pendulum metaphor as a justification for educational policies?

Another curricular innovation that might strengthen undergraduate education is directed toward a goal long sought with mixed success by educators. The complexity of social and environmental issues (to give two examples only) dictates interdisciplinary attempts to solve them and underscores the value of interdisciplinary training. Even the Harvard report, embarrassed perhaps by the buzzword that *interdisciplinary* has become, alludes to the inappropriateness of present divisions among fields. But it avoids concluding that they should be changed:

That different ways of looking at the universe, society, and ourselves overlap to some degree is no disadvantage. These interpenetrations reflect the true state of learning with its ever-shifting boundaries, and also give students and faculty a greater opportunity for interdisciplinary presentations.

The report seems to offer hope for interdisciplinary collaboration, given its titles for three of the five categories of required courses (literature and the arts, social and philosophical analysis, foreign languages and cultures), but these yokings are in fact matters of administrative convenience. The result of reducing the number of categories to five from eight, a total the Harvard faculty rejected as unwieldy.

Sadly, educational reform of the sort suggested here is opposed by the powerful self-interest of most faculty members and the current preoccupations of many undergraduates and parents.

The conservative nature and plain obstinacy of some faculty have always hindered reform. Woodrow Wilson, while president of Princeton, complained that "reforming a college curriculum is as difficult as moving a graveyard." This parochialism has been the bane of reformers — and the principal focus of reform — since the turn of the century, when departments became the basic political unit of college faculties. (The last reform of general education at Harvard, for

example, was a reaction against just this narrow specialization, which then-President James B. Conant believed threatened to deprive the country of leaders with a broad, balanced outlook. In 1945, Conant proposed a program to "counteract the tides of specialization which were beginning to engulf not only students and scholars but the foundations of a free society.")

Most faculty members limit themselves to research and teaching within their specialties because they were trained to do so and because they are rewarded most richly for doing so. Among academics, little prestige is earned by teaching students who major in other fields, much less by teaming up with colleagues from alien departments, or by engaging in other peculiar activities suggested from time to time by advocates of interdisciplinary learning. When undergraduates begin work on their majors, they learn these same values and adopt them as part of their preparation for graduate school. In these circumstances, undergraduates rarely have the chance to observe and learn the ways of collaborative problem solving, either among specialists in the same discipline or, less likely still, among colleagues from different fields. Nor are students encouraged to cooperate in their own work. The system of undergraduate assignments and evaluations, and the behavior rewarded in class discussion, encourage a proprietary exclusive attitude toward knowledge and the fruits of research. Teamwork is viewed with suspicion in the very institutions that purport to prepare citizens for a future in which survival itself may depend on effective collaboration.

Much of the debate over "declining standards" during the past decade has alluded to the faculty's having abdicated responsibility for general education, surrendering—as if unwillingly—to the pressure from students for more control over their own education. The truth is that the demand from students for the right to pursue whatever general education they choose coincided with the preference of many faculties to disentangle themselves from the enterprise. Since the turn of the century and the departments' rise to power in university politics, faculty members have increasingly claimed sovereignty over less and less outside their fields of specialization. (At Amherst College, for example, the percentage of free electives in the standard undergraduate program increased from 15 percent in 1875 to 44 percent in 1966, and by 1975 it had reached 75 percent.) It is unrealistic to expect faculty members devoted to their departments to sacrifice time for general education unless there first occurs a profound change in the way graduate students are indoctrinated and professors rewarded.

Timid reform

If the Harvard core curriculum is a timid reform and not a sufficient model for the rest of higher education, it is at least a modest change from what went before, and for that it deserves recognition. In the past decade, curriculum committees at Yale and Princeton have spent long hours in earnest debate, but, for reasons of internal politics, in neither institution did more than cosmetic changes result. The new guidelines Harvard has adopted do accomplish some changes of potential significance: the orientation of the present general education program toward Western civilization is abandoned; provincialism is checked through the requirements in foreign language and culture; instead of the former emphasis on survey courses, the new curriculum suggests teaching students the modes of inquiry of the major fields of intellectual discourse, so as to provide

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access to knowledge. Until the 1980s, when courses are offered in fulfillment of these guidelines, however, one cannot know whether even these revisions will be realized.

Yet even to have brought the present guidelines through the Harvard legislative process whole is a remarkable political feat. Examples of truly significant reform in higher education are scarce and tend to occur under much more favorable circumstances. The strong general education program introduced in the 1930s at the University of Chicago, for example, was favored by the unusual capacity for leadership of Robert Maynard Hutchins and the pressure just after the Great Depression to invigorate the undergraduate program so as to attract students and financial support. The introduction of the Great Books curriculum at St. John's was made possible in part by the fact that the college had lost its accreditation and was headed for bankruptcy. Financial exigency made radical innovation possible and saved the institution. At Antioch College in 1919 the work-study program that has since spawned countless kindred programs at other institutions was adopted only when the college had fallen on such hard times that the trustees offered Antioch as a gift to the YMCA. (The offer was refused.) In addition to great leadership and extreme fiscal instability, a sense of common values and shared national will seems also to favor curricular change. James B. Conant's 1945 reform took hold in part because the country

had just been victorious in World War II and still bristled with noble common purpose.

Educators today labor under none of those propitious conditions. For the most part, instead of charismatic university presidents we have skilled managers and businessmen. University budgets are neither so flush as to afford experimentation nor so crippled as to require radical changes in the product offered for sale. And the nation is today united not by common purpose but by common diffidence. Many entering freshmen and their parents seek an education that leads to job security, not critical and independent thinking. In such circumstances, vigorous efforts to design effective programs in general education become more necessary but less easy. Since the time more than four years ago when Dean Rosovsky decided to press for reform of Harvard's undergraduate curriculum (influenced, in part, by the experience of his daughter, then a college freshman), he has involved more than sixty faculty members in hundreds of hours of committee work and debate. Now that he was wrung from the old maid on the Charles probably as much change as she will suffer, the rest of us should recognize the revision for what it is—and for what it is not—and carry on with the hard work elsewhere.

Adele Simmons is president of Hampshire College in Amherst, Massachusetts, and a former dean of students at Princeton University.

Scholarly publishing faces the crunch

by Paul Hornbeck

During the past quarter century, Canada's 14 university presses have published over 3,000 titles in English and French. And though many of these books have dealt with Canadian studies, the products of the university presses are as varied as the whole field of scholarship and research. It's a form of publishing that requires careful planning, international promotion and distribution, and a scrupulous attention to detail and academic excellence.

But it's also an industry in peril, and not just in Canada. Lack of capital, rising printing costs and shrinking markets have led scholarly publishing to the crossroads. Both the Association of American University Presses (to which many Canadian houses belong) and the Association of Canadian University Presses reflect their members' deep concerns that this vital outlet for the world's scholars stay alive and healthy.

The U.S.-based National Enquiry into Scholarly Communication, a \$600,000 study begun in 1976, has been investigating the whole system of scholars, publishers and the markets for their work. The initial report is due later this month.

And here in Canada, a similar commission was set up in 1976 to examine alternatives and improvements to university press operations. That report won't be completed for some time, but the aim of both studies is to permit scholarly presses to take advantage of new resources and publishing innovations while still jealously guarding their long-standing reputation for academic excellence.

Simply put, scholarly publishing is the second half of a process that begins with research. Scholars undertake various programs of enquiry and usually produce a body of materials representing their results. Scholarly publishers have the perilous job of getting this information in print and into the hands of people who need and use it.

The laborious progress from completion of research to publishing a book embodying it is not an easy one. August Frue, director emeritus of the University of California Press, has said, "Research that is not made available is condemned to be repeated, and becomes social waste". However, the problem of selecting which manuscripts to publish is a difficult one.

In an article published last year in the journal *Scholarly Publishing* Frue points out that scholarly publishing is both too difficult and too easy. Rising production costs make it imperative that only the very best scholarship be published in book form, but the volume of written research is growing by leaps and bounds. This disparity between the wealth of potential new titles and the limited resources of university presses to publish them makes the selection process a rigorous one.

Turning a body of research into a book requires a lengthy process of evaluation, criticism and educated surmise. It's one of the fundamental differences between scholarly publishing and its trade counterpart. Although the production process varies only

slightly from that of a trade title, the real costs and time are spent long before the book ever reaches the typesetting stage.

At the University of Toronto Press, Canada's oldest and finest, more than half of the manuscripts coming in are unsolicited. This high percentage of over-the-transom submissions holds true for most university presses in Canada.

Once a manuscript has been received, it's logged in and, in the case of UTP, is given to one of six area editors. In some smaller university presses, the director or editor-in-chief does the work. The next step, evaluating the manuscript, is delegated to a scholar who is qualified to judge its merits. Most university presses request at least two reports on a manuscript and that process can take months. But this time-lag brings some compensation as well. As UTP general editor Ian Montagnes points out, "Out of this process comes a much better book because the readers act as pre-publication reviewers."

Readers aren't paid much for this work; \$100 is considered a substantial honorarium, but their dedication in pointing out gaps, faulty logic, and general academic competence is one of the pillars on which scholarly publishing rests. As Ian Montagnes says, "It's the most fantastic thing. We send out a manuscript and ask for an answer in six weeks. Readers sometimes come back with six to eight pages of single-spaced copy explaining the values or shortcomings of the work."

After the readers' reports are in, the best manuscripts are revised (often substantially) by the author. The next step is to introduce this completed manuscript to the governing body of the university press. This is an advisory board or committee of scholars who decide which books the press will actually publish.

The press itself has at least one member on the board and this representative must be prepared to defend the title on many grounds.

Most university presses are supported at least partially by their parent universities either through grants for each title or a yearly cash subsidy. The board must balance these resources and ensure that purely commercial considerations do not override academic quality.

But the decision to publish a book does not rest entirely on its academic worth. At the University of Toronto Press, a detailed four-page form presents a marketing breakdown for each title, including expected subsidy, sales of comparable books, competitive titles from other publishers, and a detailed analysis of editorial and production costs. UTP even includes a three-option system whereby sales forecasts can be made according to list price, discounts and probable markets. The bottom line is the shortfall: the amount of money necessary to publish the book. No one expects scholarly titles to pay for themselves solely through their sales.

Most university presses use a similar system of contrasts and procedure in the publication process. A project by the American Association of Universi-

ty Presses in 1977, One Book Five Ways, showed that the operating principles of several university presses varied only slightly.

But if these presses share common procedures, they also share a common problem: how to make up the shortfall. Publishers must find the money to produce a limited print run of a valuable book and still stay financially solvent. Offsetting these publication deficits is becoming more and more difficult.

Current financial restraints have hit universities hard, and they simply haven't the resources to give their presses a blank cheque to underwrite new titles. It's a problem that's felt all over North America, but in Canadian scholarly publishing, one element makes a crucial difference: the Ottawa connection.

In an article in *Book Forum* last year, Ian Montagnes summed up the situation "What is distinctly Canadian is the level of government — and specifically federal — funds that have been made available to scholarly publishers through the Canada Council and two agencies it has financed." He recently said the same thing even more forcefully: "Without Ottawa, we couldn't survive."

Philip Cercone is acting director of the Aid to Scholarly Publication Program for two bodies: the Canadian Federation for the Humanities and the Social Science Federation of Canada. Between 1972 to 1978, these two federations gave financial support of just under \$2.5-million to 147 different publishers in Canada.

Cercone says he received about 600 applications last year from authors and publishers for assistance. Out of this mass of submissions, he and his advisers (another body of scholars, many of them representing the various learned societies) decide which projects will be funded for the next year. In 1977-78, 90 titles were published that had received grants from the federations. In the same period, another 61 titles received publication subsidies.

Cercone will have a budget of about \$1-million for this year to continue this support. He says, "The situation is healthy; we're fortunate in Canada to have this tradition of federal support for scholarly publishing." He also adds that he's concerned the program remain in the hands of scholars. Because, even though the money he awards comes from the federal government, the decisions are based on scholarly value, not political timeliness.

This support for the university presses' publication costs has kept the industry alive in Canada and encouraged a new phenomenon in Canadian scholarly publishing, the multi-volume project.

About 6 years ago, the first volume in the UTP series *The Collected Works of John Stuart Mill* appeared. It was the first major edition of its type to be based at a Canadian university, edited principally by a Canadian university press. Several similar projects have since been initiated, among them the *Dictionary of Canadian Biography*, the *Correspondence of Emile Zola*, and the *Collected Works of Erasmus*.



These are all multi-volume projects that will take years to complete and will require a hefty investment, particularly for research.

Much of the money has come from the Social Science and Humanities Research Council. This body was a part of the Canada Council until last April (1978) when an act of Parliament set it up as a separate body. It is now nominally under the aegis of the Secretary of State, but its outlook and orientation is non-governmental. SSHRC also provides the budget for Philip Cercone's programs, so in many ways SSHRC (pronounced "shirk" by its staffers) is the real mother lode of federal money for scholarly publishing.

From 1975 to the present, SSHRC has awarded \$9.4-million in commitments to major editorial projects, a part of the council's Negotiated Grants Division. Jean Lengelle, director of this division, is quick to point out that this significant sum "is not just a lavish gift; it requires scrupulous work".

Before a proposed project can qualify for a share of this money, the council checks cost and time forecasts, the amount of research already completed and the ultimate value of the finished series. Once a project is approved, a schedule of payments from the Council is set up that extends over several years. Each year's allowance accommodates inflationary increases.

According to Lengelle, his division will spend \$4.9 million this year to support 26 ongoing projects that are closely monitored and thoroughly reappraised every two years. Even though SSHRC commits its help for the duration of a project, Lengelle says, "We can make a firm commitment for five years, and a real commitment for two. But we can only really guarantee the money for this year."

Last year, a grant of \$500,000 was approved to help publish the collected writings of Louis Riel. This year, Lengelle has awarded \$3.5-million to *The Historical Atlas of Canada*, where a healthy portion of the funds granted by SSHRC will go to research and not actual publication costs. The Atlas has been given a research grant of \$2.5-million plus a publication subsidy of at least \$1-million. The project will take at least six years to complete and 10,000 copies of each volume will be printed. What's not set yet is the publisher.

When SSHRC subsidizes advance research, they also designate the eventual publisher. The scholar or scholars directing the research team must come to the council with proposals from two or three different presses. The contract is then awarded after comparing costs, experience and projected publishing schedules.

Once a project is approved, the end result can add substantially to the body of scholarly research. It also reflects well on Canada and its university presses. For instance, the UTP published Erasmus project will eventually total 60 volumes and will take 25 years to complete. SSHRC has approved



ed the project and since 1968, when the idea first occurred to UTP senior editor Ron Schoeffel, work has been done by nearly 200 scholars from around the world. So far, six volumes have been published and a seventh is in page proofs.

The Erasmus project will give the academic community new access to a great body of knowledge. Most of the collected correspondence of Erasmus (22 volumes in the series) and much of his other work has only been available in Latin. The UTP project will allow scholars to have this material in English.

The project is directed by an editorial board that gives final approval to a completed manuscript and keeps track of work on other volumes. Each volume has an editor, several translators and other people doing annotations. An executive committee takes charge of publishing each volume.

According to Schoeffel, two key elements contributed to the success of the Erasmus project. The first was the decision by the directors of Oxford University Press to allow the project team to translate the Latin texts free of charge. This was due largely to the efforts of Marsh Jeanneret, former director of UTP, and Sir Roger Mynors, a professor at Oxford University and one of the premier Erasmus scholars. The other crucial element was the funding commitment by the Canada Council and SSHRC.

Even with this history of government support for scholarly publishing in Canada, the job is still a difficult one and it's getting tougher every year. Print runs on most titles are small, generally around 1,000-2,000 and that makes per unit production costs very high.

Marketing is also a problem because potential buyers for many Canadian scholarly titles are scattered around the world. Tony Blich, director of the University of British Columbia Press, reports that his press sold 24,000 books last year, but this was spread through 40 countries. Promotion, distribution and general marketing can be crucial to a title's success.

Direct mail and advertising in selected scholarly journals does a lot of the promotional work. The University of Toronto Press spends \$114,000 a year for direct mail advertising alone. But steadily rising postal rates have cut down on the effectiveness of this approach.

Finding and keeping a market for university press titles is affected by many pressures. Co-operative distribution schemes with foreign publishers help somewhat. And McGill-Queen's University Press now has all its order fulfillment done through the UTP distribution system. But several factors keep the deck stacked against the university presses. Parent universities simply haven't the money to keep giving high subsidies year after year to their presses. Library budgets for book purchases have had to adapt whenever possible to these pressures.

One of the biggest assets a university press can have is a strong backlist to reduce the amount of subsidy needed from the parent university. As August Fruge has said, "The general support subsidy is a sort of rubber raft on which the press sits until it can blow up the backlist and float on that."

But a good backlist of steadily selling titles can work two ways. Since scholarly titles are published with the aim of long-term academic value, and since most titles sell slowly, warehouse and storage costs can add up quickly. Presses have to be extremely careful that the print run of any title is realistic.

The University of Toronto Press easily ranks within the top ten university presses in North America. Founded

in 1901, it now publishes approximately 100 new titles a year. Their backlist includes 1,500 titles, and sales last year were \$3-million. But the really surprising fact about UTP is that, since the establishment of the press, it has only received one subsidy from the University of Toronto.

The big difference for the UTP operation is that they own and operate their own printing facilities, the only such case in Canada and one of the few in North America. As Hilary Marshall, UTP manager of sales and distribution, says, "Without our printing department, we'd be nowhere." In addition to the UTP books, the press gets work from a lot of other sources. Many journals published by the National Research Council are printed by UTP.

Marshall cites other areas in which UTP has pioneered to bring down costs. Their computer-based ordering and shipping system has reduced paper work. Titles are programmed by ISBN and the data base is set up so Marshall can get almost instant reports on sales by title, month, country, and other variables.

Most Canadian university presses rely almost entirely on freelance editors and this keeps costs down. Even UTP which has an in-house editorial staff of 13, uses a lot of freelance help in the editing process.

There are other options for university presses and some of them complement the rest of the Canadian book community. One of these possibilities is the "quasi-trade" title, books that are not strictly scholarly and sell well enough to bring a profit to the press.

Harold Bohne, director of UTP, thinks these titles are a good source of revenue for the beleaguered university presses. UTP has several such books in print now. Karsh Portraits and Karsh Canadians have established solid sales records. "Keep Me Warm One Night," a \$30 volume on handweaving released in 1972 sells 1,000-1,200 copies a year and has been reprinted several times.

Bohne admits that this kind of publishing can be difficult for a university press because it presents different editorial and design problems. But he adds, "University presses have to go

after new markets."

Bohne thinks this market for scholarly books with a wider appeal is a great potential source of income and it's one that university presses are better able to handle than some trade houses. For example, Bohne notes that minimum print runs for trade houses are rising because of higher costs. This creates a demand for titles that can sell more than an average print run for a scholarly title (1,000-2,000) but still less than the minimum a trade company would expect.

This trend to publishing titles for a wider audience is even more common in the U.S. Yale University Press, for instance, has had excellent sales results with *Caught in the Web of Words*, a biography of James Murray, guiding force behind the first edition of the OED.

Co-publication schemes can save university presses a lot of time and money. Wilfrid Laurier University Press has two such ventures underway now with the Calgary Institute for the Humanities, and the Canadian Corporation for Studies in Religion.

Publication costs are shared and production problems are kept to a minimum. The press receives camera-ready copy prepared to the press's specifications. The only in-house preparation is simple proof reading. The finished book is produced in a typewriter face, another chance to save money.

Innovations such as co-publication are one of the keys to university press survival. But a growing body of

technological advances are now available to scholarly publishers, and they ignore them at their peril. These options of so-called fractional publishing can also save time and money.

On-demand publishing is a system that puts manuscripts on microfilm and then photocopies them when the title is ordered. Some publishers, among them UTP, have experimented with publishing on microfiche, a process that can print the Bible on a piece of film less than 1 1/4 inches square for a few dollars.

August Fruge has argued eloquently for a two-level system that would feature full publication for significant works and recording of other works with access through various uses of the new technology. Others have advocated forming consortia to share printing, promotion and distribution costs.

There are many possible solutions and they may all have to be investigated before the future health of scholarly publishing is assured. The report of the Canada Council commission is nearly complete. It will be released later this year. Its recommendations and those of the U.S. study will be closely examined by our university presses. Scholarly publishing is firmly rooted in tradition, but it will take new weapons and new strategies to keep their hard-won standards of academic excellence alive.

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Electrical Engineering

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DOCUMENTS

Academic Freedom of Academic Administrators outside the bargaining unit.

The CAUT recognizes that boards of governors or provincial governments might violate the individual academic freedom of university administrators and, in particular, might remove them from office as a consequence of their representation of the academic interests of faculty or librarians. The CAUT also recognizes that faculty associations are not normally in a position to negotiate contracts or procedures for academic administrators. This is particularly true of certified bargaining agents, who cannot negotiate for administrators outside of the bargaining unit. Nevertheless, CAUT recommends to faculty associations that, just as they would defend the interests of students or support staff removed for reasons which violated academic freedom or civil liberties, associations should protest any such actions involving academic administrators and should insist on due process. The Academic Freedom and Tenure Committee has been empowered to accept such cases after preliminary investigation by the

faculty association and after local attempts to resolve the situation have failed. The readiness of the Academic Freedom and Tenure Committee to consider grievances from academic administrators outside the bargaining unit should not be construed as approval of administrative appointments for unlimited terms or for an unlimited sequence of annual terms. The Academic Freedom and Tenure Committee reaffirms its conviction that the appointment of academic administrators should be by procedures which ensure adequate representation of faculty members and should be for fixed terms. There should as well be formal review before re-appointment.

The personal academic freedom of administrators in the bargaining unit is addressed in the academic freedom clauses of collective agreements. The right to due process in appointment and removal is dealt with in the CAUT Guidelines concerning Departmental Chairmen in Bargaining Units.

Guidelines concerning Departmental Chairmen included in bargaining units.

- Where chairmen of departments are members of the bargaining unit, bargaining agents must negotiate in good faith on their behalf. Circumstances clearly differ from one university to another as to the complexity of chairmen's duties and, as a consequence, the terms, conditions and procedures will differ. Perhaps the minimum terms are: (1) reasonable time release so that he/she is not required to undertake excessive workloads; (2) provisions in respect of a return to full-time academic duties, which may include the right to sabbatical; (3) and the right to due process in appointment, recall, removal and renewal.

- The bargaining agent should make every effort to include in the collective agreement:

- procedures for participation of the members of the department in the selection of the chairman;
- procedures for participation of members of the department in the periodic review and potential recall of the chairman by due process;
- procedures for the participation of members of the department in the hiring of new academic staff, the creation of committees, renewal and tenure de-

cisions and the offering of advice on renewals, tenure and dismissal for cause.

Labour Relations Boards have normally included chairmen in bargaining units, either by express rulings, or by accepting the agreement of the parties. At the University of Saskatchewan, the Saskatchewan Board ruled that chairmen were properly included in the bargaining unit, and the University was unsuccessful in overturning that decision in the Court of Appeal (August 18, 1977). Chairmen are included in the bargaining unit at the following institutions: Acadia, Bishop's, Dalhousie, Carleton, Saint Mary's, St. Thomas, Moncton, Université du Québec, Sherbrooke, Ottawa, Brandon, Windsor, York, Manitoba, Regina, Saskatchewan, New Brunswick and Notre Dame. The issue was contested before the Board in the cases of Carleton, Ottawa, Windsor, Saint Mary's, Acadia, St. Thomas, Manitoba, Saskatchewan and UQAM.

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American Association of University Professors CENSURED ADMINISTRATIONS

ALABAMA	Alabama State University (December, 1961, pp. 303-309).....	1962
	Troy State University (September, 1968, pp. 298-305).....	1969
ARIZONA	Arizona State University (April, 1976, pp. 56-69).....	1976
ARKANSAS	College of the Ozarks (censure on governing board ¹) (December, 1963, pp. 352-359).....	1964
	Southern Arkansas University (March, 1971, pp. 40-49).....	1971
	Philips County Community College (May, 1978, pp. 93-98).....	1978
CALIFORNIA	University of California (censure on governing board ¹) (September, 1971, pp. 382-420).....	1972
COLORADO	Colorado School of Mines (March, 1973, pp. 73-79).....	1973
GEORGIA	Armstrong State College (March, 1972, pp. 69-77).....	1972
ILLINOIS	McKendree College (March, 1973, pp. 86-92).....	1973
IOWA	College of Osteopathic Medicine and Surgery (April, 1977, pp. 82-87).....	1977
KENTUCKY	Murray State University (December, 1975, pp. 322-328).....	1976
LOUISIANA	Southern University (March, 1968, pp. 14-24).....	1968
	Southeastern Louisiana University (September, 1969, pp. 369-373).....	1970
	Grambling State University (March, 1971, pp. 50-52).....	1971
MARYLAND	University of Maryland (May, 1979, pp. 213-227).....	1979
MICHIGAN	Detroit Institute of Technology (March, 1969, pp. 79-85).....	1969
	University of Detroit (March, 1978, pp. 36-54).....	1978
MISSOURI	University of Missouri, Columbia (March, 1973, pp. 34-45).....	1973
	Concordia Seminary (April, 1975, pp. 49-59).....	1975
NEBRASKA	Nebraska State Colleges (censure on governing board ⁴) (December, 1964, pp. 347-354).....	1965
NEW JERSEY	Rider College (March, 1973, pp. 93-100).....	1973
	Camden County College (September, 1973, pp. 356-362).....	1974
NEW YORK	Onondaga Community College (June, 1971, pp. 167-174).....	1972
	City University of New York (April, 1977, pp. 60-81).....	1977
	State University of New York (August, 1977, pp. 237-260).....	1978
NORTH CAROLINA	Wingate College (May, 1979, pp. 251-256).....	1979
OHIO	Ohio State University (September, 1972, pp. 306-321).....	1973
OKLAHOMA	Central State University (March, 1969, pp. 66-70).....	1969
PENNSYLVANIA	Grove City College (March, 1963, pp. 15-24).....	1963
	Wilkes College (April, 1977, pp. 88-93).....	1977
SOUTH CAROLINA	Voorhees College (March, 1974, pp. 82-89).....	1974
SOUTH DAKOTA	South Dakota State Colleges and Universities under South Dakota State Board of Regents (censure on governing boards ³) (September, 1961, pp. 247-255).....	1962
	Northern State College (September, 1968, pp. 306-313).....	1969
TENNESSEE	Tennessee Wesleyan College (March, 1971, pp. 53-57).....	1971
TEXAS	Amarillo College (September, 1967, pp. 292-302).....	1968
	Texas A&M University (December, 1967, pp. 378-384).....	1968
	Frank Phillips College (December, 1968, pp. 433-438).....	1969
	Laredo Junior College (December, 1970, pp. 398-404).....	1971
	Houston Baptist University (April, 1975, pp. 60-64).....	1975
	Blinn College (April, 1976, pp. 78-82).....	1976
	University of Texas Health Science Center at Houston (December, 1976, pp. 364-368).....	1977
	University of Texas of the Permian Basin (May, 1979, pp. 240-250).....	1979
VIRGINIA	Virginia Community College System (April, 1975, pp. 30-38).....	1975
WEST VIRGINIA	Marshall University (September, 1972, pp. 322-329).....	1973
WISCONSIN	Marquette University (April, 1976, pp. 83-94).....	1976

¹ The censured administrations, with dates of censuring, are listed by states in which the institutions are located. Reports were published as indicated by the *Bulletin* citations following each listing.

² Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

³ Censure was voted specifically on the Regents of the University of California for action by the Regents with respect to a case which occurred at the University of California, Los Angeles. Censure was not directed against the local or central administrative officers.

⁴ Censure was voted specifically on the governing board, currently entitled the Board of Trustees of the Nebraska State Colleges, for action by the Trustees with respect to a case which occurred at Wayne State College. Censure was not directed against the local or central administrative officers.

⁵ Censure was voted specifically on the Board of Regents of Education of the State of South Dakota, for action by the Regents with respect to a case which occurred at South Dakota State University. Censure was not directed against the local or central administrative officers.

BOOKS. LIVRES

Richard D. Mandell, *The Professor Game*. New York: Doubleday, 1977, 274 pp.

Mandell's compleat counter-calendar

by S. F. Gallagher

Partly prompted, perhaps, by the vogue of yesterday for mildly subversive anti- or counter-calendars, *The Professor Game* obviously aspires to outdoing other recent iconoclastic assaults on the currently soft underbelly of North American academe.

Although Mandell deals almost entirely with academic life in the United States, Canadian readers may tend to test the author's reliability by assessing his occasional allusions to Canada. Some are statistical, as when, in establishing that university enrollments, as a percentage of the eligible age-group, have never elsewhere equalled even half of the American percentage, he cites the 1950 (pre-Sputnik) figure of 19.5 (U.S.) against those of the Netherlands (7.6), Canada (7.1), France (4.4), Britain (3.5) and the Federal Republic of Germany (3.5). A note acknowledges that such figures do not indicate the quality or intensity of higher education. "In Canada and Germany, academic standards are high in almost all universities. In Brazil and in India there are scarcely any academic standards at all, Italy and Great Britain have institutions of varying quality. The United States has some of the best and some of the worst" (p. 264). Other references to Canada are less complementary. A chapter entitled "Getting the Job" describes the putative procedure of a "prestigious" recommended candidate contemplating a move:

He inquires of third parties about feuds and their protagonists in the department. How many of his potential colleagues are disagreeable fools? He may ask knowledgeable friends of friends in the department as to the department's "AQ" (asshole quotient). For many years it was known that the foreign languages at the University of Toronto, the history department at the University of California at Santa Barbara and the philosophy department at Berkeley all had very high AQs. (pp. 155f.)

Possibly the least favourable comparison occurs as Mandell applauds the general decline in religious discrimination:

Except in English-speaking Canada. American academics have flocked to the booming Canadian campuses to be delighted with the well-prepared students, an even shorter academic year, and yet more perquisites. However, Americans are often unpleasantly astonished at the sheeny and mackerel-snapper jokes that are passable to the conception of good manners in the faculty commons (Canadian faculty clubs) and at cocktail parties in the far North. In Canadian academic life, the preference given to native Canadians is open and unapologetic, and so is the discouragement to Jews and Catholics—whatever their origins (pp. 170f.)

The Professor Game acknowledges its debt to much that has been written by professors about professors, but addresses itself explicitly to a wider public of parents, taxpayers, legislators, students and, especially, "professor-aspirants." The author makes no bones about his own attitude to academics: "...many of them are lazy and arrogant" (p. 9), "...almost all

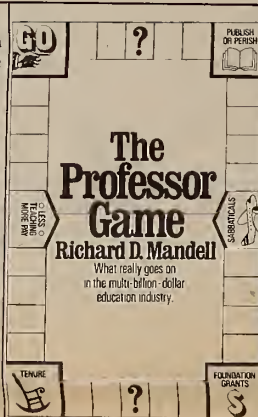
professors are lazy and incompetent in one way or another" (p. 129), "Professors are lazy" (p. 196), "I claim that many professors are lazy, self-seeking and frightened of an examination of what they do to deserve their pleasant working conditions and good salaries" (pp. 273 f.). A faint concession, that professors are, perhaps, "intrinsically no lazier than other humans", is promptly damned: "But the statutory work year of less than eight months and a work week of less than ten hours is sheltered by an obscurantist bureaucracy and a social organization that is overwhelmingly authoritarian, mutually protective, and sealed from almost any scrutiny that might be sceptical" (p. 189). Nevertheless, his own penetrative scrutiny he carefully characterizes as merely "disrespectful"; and, indeed, "sympathetic with the disappointments and apprehensions of the American professors" (p. 9).

Towards administrators, Mandell evinces a similar ambivalence. Castigating professors for the time and energy they spend "bitching" about the administration, he points out that most administrators are in fact former faculty members; well-paid, well-meaning, undertrained and grossly overloaded with responsibilities. Earlier, however, he has described the upper levels of university administration as "a world of tough men", and added:

Administrators are almost always short of clear indications of just what they are supposed to do besides keep the peace. They lack the time, knowledge, or expertise to do even that. The higher the position of the administrator, the more he is viewed with incomprehension and contempt by the professors. Administration is and will very likely remain a power vacuum offering attractive prospects for the bored and the ruthless (p. 163).

Mandell's analysis of academic decadence embraces students too. Tiresomely, he repeats the Dewey-eyed creed that students learn mainly perhaps only, from their peers. This notion of mystical enlightenment through shared ignorance is ill supported by his elsewhere admitting that fewer and fewer of those "peers" are willing (able?) to devote their time to assigned reading; his complaining that most have rejected conventional or disciplined work; his mourning "the self-mastery that few of our youths possess", and his characterizing even the older and usually more mature summer-students as "almost all...lazy and resentful" (pp. 126, 151, 229, 191, 86).

The prime culprit, and constant target of the book, is, however, the professor. And Mandell has at him; above, below, and squarely on the belt. Though few may acknowledge, to themselves or to others, that they are



"substandard" in any of the three main areas of professional endeavour, the central Mandellian theme is mercilessly expounded: "...often in the North American colleges and universities the teaching is ineffective, the research paltry and the service trivial" (p. 230).

In his assault on teaching standards, Mandell slips into a curiously circular form of reasoning. His initial assumption—"no one knows" how much or how well professors teach, "because teaching has not lent itself to even the faulty and biased measurements" applied to research (p. 6)—deters him not at all from concluding that the teaching is ineffective; nor from asserting that there are "many reasons why the teaching is bad" (p. 188). Yet the "reason most forcibly advanced is his recurrent assumption that "due to methodological problems...teaching effectiveness cannot and will not be measured" (p. 229).

He makes more sense when he refers to the "exclusively research training" imparted by graduate schools (p. 188); when he focuses on the "working" or "ruling" assumption of academe that "any Ph.D. can teach" (pp. 156, 236); and when he points out that "the teacher's earnings are quite independent of what his clients gain from his work or what they think of him" (p. 189). (Not, indeed, that he puts much store by the latter: student judgments of professors "are usually so kindly and respectful that student evaluations discriminate but little between a rather good teacher and a rather poor one"). Not to be ignored either is his timely warning that, in the alleged absence of any dependable scrutiny of what goes on in the classrooms, the sole indication that an administration is likely to employ—and most susceptible to corruption—is class enrollment: "Unless the professors can come up with some better indication of teaching effec-

tiveness, the brutal focusing of his higher-ups on enrollments is going to become worse" (p. 231).

Despite the earlier mentioned emphasis in graduate schools on making the trainees critics of research, and eventually researchers themselves, Mandell cites statistics galore to establish that the actual output of publishing professors is both small in quantity and mediocre in quality. Publish-or-perish is, to him, in most instances a paper-tiger; a phrase used within academia to frighten laggards and outside academia "to explain that professors are too busy researching to do a good job teaching" (195). Roughly half of the professors never publish anything; another twenty-five per cent never publish anything of substance that was not originally in their doctoral dissertation; and fewer than five per cent of those who have been on the job five or more years are "heavily committed" to research (pp. 6, 196). Granted, promotions come faster to those who publish, and "many universities now eager for fame would prefer that their professors publish trash rather than nothing at all" (p. 199).

Concluding that "teaching adequacy is incapable of being proven" and that "per-capita scholarship is sparse", Mandell turns to the third and broadest area: service to the Department, College, University, and community. Such "service" he rapidly reduces to the energy professors devote to "the myth of self-governance" or, in practical terms, to committee-work (p. 201). And his own attitude towards committees is perhaps epitomized in his comment that a committee works most smoothly "if it justifies policies already set" (p. 203).

One of the major causes of the current stagnancy on American campuses is that "slipshod order of the boom years...an all-too-ready award of tenure". Mandell is convinced that tenure cannot endure in its present form" (p. 240). We have already returned to "the old and normal condition of academic life, where there are not enough students and too many professors" (p. 251). The auguries are grim: no more "education" presidents or governors, but rather "cost-accountants and performance judges with stop-watches and tally sheets" (p. 242). Politicians are already encountering more urgent demands for revenues. "Something will have to give. It will probably be the professors" (p. 250).

The final chapter, "Reform?", premises that almost every conceivable scheme for reform in American higher education would result in fewer professors. It reiterates most of his charges against academics, and then offers, in its final four pages, a four-point plan to "preserve the number of professors, but, alas, not their present working conditions" (p. 258).

Mandell's first two points are to a surprising extent conservative. Ten large universities and about fifty four-year colleges "with incontrovertible records of excellent teaching and research" would be required to function almost exactly as they have in the past. He would expand the junior-and community-college system, but raise the students' performance norms and severely limit traditional or liberal arts courses, thus making them, "more

Mandell's compleat . . .

honestly technical schools." Tuition at the latter would be free; and would, at the elite colleges and universities, be subsidized for a stipulated half of the students who must "not be males from Protestant and Jewish families earning more than \$25,000 a year" (p. 258).

In the third and most detailed part of his (modest?) proposal, all other colleges and universities would become known as "resorts", where "trained attendants" might still be called "professors" but would have to be on the job eleven months a year and thirty hours a week. Research would be done entirely on their own time; on publication of its results, professors would be publicly awarded ribbons, medals and trophies. Professors would be regularly reexamined in their disciplines and on their "competence in two languages besides English". They would assume many additional obligations: ushering at and punching tickets for a greatly expanded range of student entertainments; manning hot lines for all and sundry; running the baby-sitting co-ops, the speed-reading clinics, and the fitness programs, etc. Tenure (who needs it?) would be available to those accepting a one-third cut in salary; otherwise, successive three-year contracts, renewable a year before expiration (pp. 259f.).

Finally, the professional schools would be halved in size; or enrolments determined by national needs. (This is one hell of a flu epidemic, Governor; let's double our pre-med class next semester!) These schools would be separated from the "resorts", and attached administratively to the nearest community college. Any professor declared redundant at a professional school would be humanely retrained for employment at the resorts.

Mandell's four-point plan may be largely tongue-in-cheek, but the shifting tone of his final chapter is potentially confusing and reflects in microcosm the twofold structure of the entire work, which occasionally seems an uncomfortable amalgam of Jacques Barzun and Mary McCarthy. To each of five central chapters, the author appends fictional sketches of "days-in-the-life-of" invented academics. Although he suggests that these accounts may be read separately, "before, after or during the reading of the nonfictional bulk of the book," he also insists that "the text provides a universe for the characters and the characters are intended to illustrate the text." He uses these "illustrations in prose" (the rest of poetry?), because he could find no other way to be "both sympathetic and pitilessly revealing" (p. 11).

The fictional interpolations, though they invest the serious intent of the book with a certain gossipy charm (and academics, according to Mandell, are addicted to gossip), prove ultimately its undoing. The hyperbole inherent in caricature, unless carefully controlled, can easily provoke incredulity. Mandell's boldest brush-strokes are striking, but their effects too often transitory. When, at the outset, he threatens to "tell secrets, cite some rarely published statistics, describe some privileged rituals, and expose the occupational hazards of professorship", it is clear that he is attempting to titillate an audience primarily of "curious outsiders" (p. 11). Less avid insiders, however, can hardly be faulted for failing to read this particular "work of Wit" with quite "the same spirit that its author writ." The uncertainty of tone throughout culminates in the confusion of the final chapter: over-subtle irony of Gulliver-like madness? Thin partitions, indeed.

Congratulations rather than confrontation

by David Gauthier

George Grant in Process: Essays and Conversations. Edited by Larry Schmidt. Pp. 223. Published by House of Anansi Press Limited, Toronto, 1978.

In the first section of the Editor's introduction to this book, we are told that George Grant, professor of religion at McMaster University, "is now established as Canada's foremost political philosopher." Such a claim requires comment. This book is a collection of essays about and conversations with Grant. The contributors and participants are, with one exception, not professional philosophers; some teach politics but the majority teach theology or religious studies. If a representative sample of leading professional philosophers in the English-speaking world were asked to identify Grant, I think it safe to say that few would succeed, and even fewer would consider him a serious philosophical thinker.

Equally, were Grant to be given the names of such a sample of philosophers, he would consider few of them serious thinkers. As he says in one of the conversations in this book, speaking of what has been the mainstream of recent British philosophy, "At Oxford, I found the teaching of philosophy dominated by the narrowest tradition of linguistic analysis—people such as Ryle and A.J. Ayer. They simply saw philosophy as the errand boy of natural science and

modern secularism. They were uninterested in the important things I wanted to think about." (p. 62)

The most important thing Grant wants to think about is modernity, the meaning of the coming-to-be modern philosophical task." (p. 143) He does not claim to have accomplished it, but on the contrary, immediately before his statement of the task he maintains, "Let me also say, as strongly as I can, that I do not know what modernity is or what it tells us about the whole."

And yet Grant's intellectual enterprise seems to require that he know all too well what modernity is. Laurence Lampert, the one professional philosopher who has contributed to this volume, states, "It is misleading to call Grant's work on the modern 'criticism' for, as Grant sees it, when the modern is clarified in its fundamental nature its deficiency is simply apparent, it convicts itself; it need not be 'criticized', only understood." (p. 193) From this Lampert insists that "Grant maintains that it is the evident inadequacy of the modern that confirms the truth of the historic conception...." the historic conception being that affirmed in an amalgam of Platonism and Christianity.

Grant recognizes, I think correctly, that one of the distinguishing features of modern thought is that it has, and can have, no conception of the good. Platonism and Christianity, however they disagree, both insist that the good is what is to be desired; this claim is

unintelligible to modern man, for whom the good can only be what satisfies desire. Now the writers in this book, by and large, share, or think they share, the older view; they do not, then, challenge Grant to say what could be meant by an objective good. But unless he is able to say this, he is left without any standpoint, outside modernity, from which his enterprise of thinking what modernity means can be intellectually intelligible. He is left with an emotional reaction to the loss of the illusion of objective value, and no more.

In another conversation Grant says, "There's even Montesquieu's argument that the English constitution is higher than the Athenian because it substituted commerce for honour, and commerce is a more feasible basis for society than honour. I think we have all suffered enough from capitalism to know that is not true." (P. 19) On the contrary, I think that we know Montesquieu to be right. Whatever one may conclude about the good, a standard of goodness that does not concern itself with human satisfaction is unacceptable. Modern capitalism has provided for that satisfaction to an extent previously unimaginable. A society based on honour deals in a good which is inherently scarce, and so must deny the satisfaction of most persons; honour demands hierarchy. Grant and his auditors may have suffered from capitalism, but I think their suffering would be greeted with little patience from the slaves in the mines at Laurion.

Philosophy in the contemporary English-speaking world does not always, or even frequently, concern itself with the things Grant wants to think about, but it affords a discipline for thinking which is neglected both by Grant and by the contributors to this book. On the one hand, this neglect protects Grant from the hard intellectual task of searching out and defending the premises of his account of modernity. On the other hand, this neglect protects contemporary philosophers from having to take Grant's account seriously. If he will not speak with the current philosophical tongue, then they will not listen to his lamentation.

This book would have served Grant better had it provided an occasion for intellectual confrontation rather than congratulation. If we may take Socrates as our example, it is the mark of a philosopher to seek that confrontation, and Grant is not Canada's foremost political philosopher because he avoids it. Yet to stop with this point would be unfair; however unsympathetic one may be to the tools Grant uses in his enterprise, the enterprise itself, the thinking of modernity, is important, and Grant would be right to insist that too many academic philosophers have concerned themselves with the search for tools, to the exclusion of putting them to serious use.

This book will aid those already convinced of Grant's merits to understand more of this thought. It will not, unfortunately, advance the enterprise of clarifying the intellectual tenability of Grant's polymorphic unease with our modern secular and technological society.

About our reviewers

S. F. Gallagher is with the Dept. of English Literature at Trent University. David Gauthier is Professor and Chairman of Dept. of Philosophy at U. of T. . . . D. C. Savage is Executive Secretary of CAUT. . . . Alan M. Clarke is Director of Special Projects at Algonquin College of Applied Arts and Technology.

UNIVERSITY OF VICTORIA

DEAN FACULTY OF EDUCATION

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UNIVERSITY OF VICTORIA



Central issue one of control

by D. C. Savage

Edward Mann and John Alan Lee, *RCMP vs The People: Inside Canada's Security Forces*, General Publishing Co. Ltd., Don Mills, Ont. 1979.

Richard French and André Béliveau, *The RCMP and the Management of National Security*, Institute for Research on Public Policy, Butterworth, Toronto, 1979.

These two books deal with the Canadian security service. They are quite different. Professors Mann and Lee have written a popular sociological exposé. They retrace the now familiar incidents (Bricole — the raid on the Agence de Presse Libre; Ham — the copying of the Parti Québécois membership lists, etc.) The reviewer for the *Globe and Mail* has already pointed out that this chronology lacks a certain care for details. However, the authors are perhaps more interested in trying to create a sociological structure within which to place the activities of the R.C.M.P.

Professors Mann and Lee are insistent that the events paraded before the McDonald Commission are not isolated incidents of overzealousness

but rather the result of structured deviance. This they define as "...a set of social conditions...so arranged that the people involved are virtually pushed into frequent deviant behaviour". They find these conditions partially in the history and recruiting arrangements of the R.C.M.P. Norman Penner contributes a chapter on the history of the Force as a para-military group based on the model of the Royal Irish Constabulary and used through the years by the political establishment to attack trade unions and the Left. The authors devote a chapter to the recruiting methods, military discipline and strictly hierarchical and internal career paths within the Force. They note that the R.C.M.P., unlike the British and American intelligence agencies have not in the past recruited university graduates in any number for the security force or the general police force. The McKenzie Commission, which inquired into the security force in 1969, made the same criticism. However, it is curious to find such antipathy to urban working class recruits from such left-wing authors and such concern that the present members cannot operate at the social levels of M.I.5. They find the practice of

recruiting informers, especially on university campuses, not only repulsive but also likely to lead by the very nature of the arrangement to excesses. In short, they find the security forces to be a secret empire predisposed by their history and discipline to see the events in Quebec after the October Crisis as warranting illegal activities. Although Professors Mann and Lee emphasize that they have used only respectable middle of the road sources, they do vitiate their analysis by overstated references to the Gestapo and the K.G.B. and by the use of the initials S.S. to designate the security services. Most Canadians recognize the difference even if the authors do not.

Nevertheless, I agree with their general point that the events reviewed by the McDonald Commission were not isolated matters. In my view, they derived from the outrage of the Liberal government at the October Crisis and their determination that the security forces would in fact infiltrate and disperse any radical separatist groups which might be inclined to repeat the events of 1970. Left-wing Toronto academics have seldom been able to see or to understand how searing the events of 1970, particularly the murder of Pierre Laporte, were to such men as Mr. Trudeau. No orders had to be given. Surely it was evident to all concerned within the R.C.M.P. that they could go to extraordinary lengths in the carrying out of this policy without fear of retribution from the cabinet and, because of the secrecy involved, without much fear of publicity. This also explains the bitterness of the falling out between the Liberals and the R.C.M.P. when the government tried

to disown what it had created.

Professors Mann and Lee dismiss the McDonald Commission along with all other royal or presidential commissions as trivial game-playing although they seem to think that the Keable Commission is, or could have been, an exception. They consider the McDonald Commission both trivial and baneful. They suggest that its purpose, in its own eyes, is not to cover up for the Liberal government as many reporters have argued but to cover up for the police. Some of the more recent testimony before the Commission suggests otherwise but we can only wait for the final report to test the validity of the authors' views.

What then is the solution? The author's first preference is to abolish the security force entirely. But recognizing that not many Canadians would agree, they propose a separate security force controlled by a broadly based civilian commission with a civilian rather than a military command structure. They favour tough freedom of information legislation (curiously they seem to think on p. 256 that we already have a form of such legislation) and repeal of the Official Secrets Act, the War Measures Act, and Section 41 of the Federal Court Act which prevents judicial review to see whether or not a minister truly acted on grounds of national security. They then suggest that this new service should use the techniques of modern sociology and investigative journalism with published reports but private sources. There are some amusing moments when the authors ask themselves whether the best investigative reporting is based on infiltrating, lying, and cheating but they quickly step around that problem. Finally, they suggest that all individuals and organizations investigated by the security force should be so informed and have a right of appeal. It is not difficult to pour scorn on the naivety of these proposals which are so clearly based on the assumption that the police only investigate Left-wingers because they wish to uphold the political and economic status quo. If Canada were to develop terrorist groups as in Italy and Germany, it is unlikely that sending them sociology professors or informing them in advance (by registered letter to the last known address?) of the activities of the security forces would strike many Canadians as sensible tactics. But behind the sillier proposals, there are some reasonable ones. Canadians should ensure that the new Conservative government carries out its promises in regard to freedom of information legislation and the overhaul or repeal of the Official Secrets Act. There should be a strong effort to end the rule that the government can gag opposition questions in Parliament or refuse to answer or can bury issues by transferring ministers and then arguing that neither the new nor the old minister can answer questions about past misdeeds. The authors are, in my view, correct in thinking that much of the work of the security forces in gathering data about foreign countries or even about domestic political groups could be contracted out and published. This would allow a degree of peer evaluation and would transfer the blame for hysterical analysis or idiotic policy suggestions to the authors of such reports.

But the central issue is the one of control, and Professors Mann and Lee do not really go into this in much depth. The second of the two books, that by Richard French and André Béliveau, makes this the central point of analysis. "It would be too easy to conclude", they write, "with ominous

University of New Brunswick DEAN OF THE FACULTY OF ADMINISTRATION

The School of Administration will become a Faculty on July 1, 1980, and applications are now invited for the new position of Dean of the Faculty.

The present School of Administration, which is a unit within the Faculty of Arts, offers courses leading to the degree of Bachelor of Business Administration and to certificates in Business Administration and in Public Administration. A graduate program leading to the degree of Master of Public Administration has been approved for implementation. Approximately 800 full-time students are currently registered in the B.B.A. program. There are presently 22 full-time faculty members and authorization has been granted to increase the complement to 30.

Applicants for the position should preferably hold a doctorate in a relevant discipline and should have substantial academic, industrial or government experience including administrative responsibilities. The Dean will be expected to give strong leadership to a growing academic unit, and to give emphasis to high academic standards, scholarship and collaboration with industrial and government organizations.

Applications, including a curriculum vitae and names of three referees, should be sent, before November 30th, to:

Dr. R. J. Kavanagh
Acting Vice-President (Academic)
University of New Brunswick
P.O. Box 4400
Fredericton, N.B. E3B 5A3



UNIVERSITY OF NEW BRUNSWICK

Fuller, Jack W., *Continuing Education and the Community Colleges*, Nelson-Hall, Inc., Chicago, 1979. 127 pages.

No analysis of problem

by Alan Clarke

Given the importance of Continuing Education and the Community College, it is unfortunate that Nelson-Hall decided this book was worth publishing.

I was intrigued when I read Glenn Jensen's "Foreword". In two of his four paragraphs there are comments which imply that the reader might not agree with the author's conclusions. As far as I am concerned, I found I didn't agree with much of what the author had written, or his conclusions. I found the book, largely, a waste of time.

In the four chapters, Jack Fuller, who is currently Dean of Extended Day and Summer Programs at Pima Community College in Tucson, Arizona, recognizes the need for changes in the way in which continuing education, specifically and education generally, is perceived. Unfortunately, his recognition of the need doesn't extend to any real analysis of the problem.

In the fourth chapter entitled "Continuing Education Extended" he

uses his obvious interest in science fiction in an attempt to conceptualize learning systems in the future. I found his results, contrary to most serious futures writing, largely childish projections of what presently is, rather than a creative or imaginative view of the future. He might be wiser to attempt to write science fiction, rather than a book which, because of its title and the author's credentials, will probably end up in most community college Resource Centres.

In the first three chapters, "Continuing Education and the Community College", "Foundations of Continuing Education", and "The Continuing Education Curriculum", the author outlines his views on these topics which, I assume, are based on his experience while at William Rainey Harper College in Palatine, Illinois.

In "Continuing Education and the Community College", he seems primarily concerned with the status and image of continuing education in the community college. The elaboration of these concerns in the chapter and his use of a survey "in an attempt to vindicate the reputation of continuing education" is a very superficial treatment of a serious problem for continuing education and continuing educators at the present time.

His chapter on "Foundations of Continuing Education" explores "(1) elements of establishing the program; (2) staff development; (3) methodology; (4) management; and (5) facilities", all of these again using examples, or experience, to draw simplistic conclusions. In this chapter he introduces his readers to MBO (Management by Objectives) and in the last chapter, to P.P.B.S. (Planned Programmed Budgeting System) as valuable techniques for continuing educators. I certainly haven't been impressed with the relevance of these military management techniques to education. If these techniques are being effectively used somewhere, I would have been interested to learn more about it. But the author doesn't seem to have been certain about why the book was being written or who the readers were to be.

The chapter on "The Continuing Education Curriculum" recounts the author's experiences with a "community leadership course", "community outreach", "women's programs", "marketing and management seminars", and "serving the Health Care Community." Although he uses words like excitement, innovation and spontaneity, he unfortunately uses examples that are not only limited in concept, but also in their implementation, although I must admit to being intrigued by the classes for persons employed at "racetracks".

The author, like all too many continuing education administrators, is attracted to techniques that confirm their prejudgments about what people want.

For example, in the section of this chapter dealing with "Determining Women's Needs", let me quote from the text:

"The following model helps to illustrate how one community college dealt with this issue.

A need and interests survey of three thousand women was conducted to determine the subject, times, formats, and persons which appealed to them. It

was evident from the analysis that various subgroups (i.e., age, interests, associations and educational background) had widely different preferences. Because of this variance, an advisory committee was formed for women's programs to help bridge the gap between them. The Women's Advisory Board convened twice a month on an informal basis on the college campus.

Meanwhile, the college made an extra effort to open its facilities to all women's clubs and organizations within the community. Each time a women's club or organization took advantage of this invitation, a representative of the college was on the scene to elicit opinions and desires regarding women's programs, present and future. In addition to these endeavors, the college was forever receptive and exploitive of telephone inquiries, faculty-staff articulation with the community and miscellaneous public contacts such as open house.

From these various sources, information was categorized, evaluated, and interpreted. Among the general topics for which the respondents showed the greatest preference were: 1. arts (including fine arts); 2. music; 3. fashion; 4. creative cooking; 5. social problems (crime, poverty, racism, drugs); 6. social sciences (foreign affairs, government, current events, psychology); 7. consumer problems; 8. environmental pollution; 9. public schools; 10. vocational training.

...The women gave as reasons for their preferences (needs), that in their primary role as homemakers, they were anxious to do the best job they could. Any type of educational experience that the college could offer that would afford them the opportunity to better their homemaking role would apparently be well received.

Many women had reached a stage in their lives when some of their responsibilities had lessened. Hence, they were seeking worthwhile endeavors to occupy their leisure time or companionship to replenish their narrowing circle of friends and relatives. Some women at this state of life sought to return to work. Usually, this meant learning an

employable skill or refreshing one that had become rusty over the years. In many instances, it was safe (and not naïvely) to assume that some women just wanted to learn for knowledge's sake. Admittedly, this was a rarity but attempts were made to satisfy this and all other needs.

...Probably because of the extensive determination of needs, planning, and involvement, the program for women was a grand success. Participation patterns included women from all socioeconomic levels and interest groups. Eventually they became involved in the curriculum process of the whole college as well as the establishment of a day-care center for children of students. What had begun as the satisfaction of a community need became a cornerstone of the college processes."

I've quoted extensively from this section because it describes the hurdles which many institutions, because of their traditional approach to courses, place before people, often delaying their involvement in the issues that really concern them such as curriculum and day care facilities in the college.

Some continuing educators are striving to find the most effective ways to involve individuals, groups and communities in using the educational resources of the community college, in ways that are more relevant to their needs and aspirations. Jack Fuller doesn't appear to be involved in this search.

Continuing education has little enough status within community colleges, and at other levels of the present educational system without having to put up with this kind of silly book. With Fuller's academic credentials and his experience, he ought to be capable of more serious analysis.

And finally, the editors at Nelson-Hall must bear the major responsibility for the poor editing and proofreading of the publication. On page 95, for example, the sentence beginning "In place of or in supplement to", is one example of the poor grammar throughout the text. On the same page, we find "mecahnized" for "mechanized", one of many of the typographical errors in the text.

Clearly, in my view, this is a useless book at a time when we urgently need serious study of the role of "Continuing Education and the Community Colleges".

SABBATICAL FLIGHTS, 1980

We are advised by Finlay Travel Limited, Toronto, that talks are currently underway with TRANSATLANTIC carriers with a view to re-introducing a group fare which would be of great interest to our members seeking sabbatical/long duration flights, probably of minimum 6 months/maximum 1 year duration, with an open return date. Fares would probably be somewhere in the region of 50/60% of the normal year-round fare and further discounts would be in effect for children.

For further information, contact:—

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VACANCIES . POSTES VACANTS

DRUG REGULATORY AND TECHNICAL AFFAIRS MANAGER

(Toronto Area)

The Drug Regulatory and Technical Affairs Manager is a senior position within the Medical Department, responsible for product information as it relates to the requirements of Federal and Provincial governments, practising physicians, Product Development, Marketing and Sales Department and Corporate management.

The applicant should have a Doctorate, preferably in pharmacy or pharmacology, combined with managerial ability. Previous exposure to clinical research is a definite asset.

Salary is commensurate with education, qualifications and experience. Applications, including a detailed resume and the names of three professional references, should be addressed to:

W. Wassenaar, M.D., M.Sc., M.B.A.
Vice President, Medical Affairs
Sterling Drug Ltd.
Aurora, Ontario. L4G 3H6

THE GENERAL HOSPITAL CORPORATION AND THE FACULTY OF MEDICINE, MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Chairman of Radiation Oncology

Applications are invited for joint appointment as Chairman of Radiation Oncology at the General Hospital Corporation and as a Senior Faculty Member by Memorial University of Newfoundland. The newly equipped Department of Radiation Oncology, with its associated clinical services, caring for a population of approximately 550,000 people, is located in the Health Sciences Centre which houses both the Hospital and the Medical School.

The Multidisciplinary Cancer Treatment Program of the General Hospital is an integral part of the Newfoundland Cancer Treatment Program, which is co-ordinated and directed by the Newfoundland Cancer Treatment and Research Foundation. As may be appropriate and subject to agreement by the Hospital and the Foundation, the successful candidate may assume additional responsibilities in the overall coordination of Oncology Services within the Hospital. As a faculty member, the Chairman of Radiation Oncology will have important responsibilities in the Undergraduate Teaching Programs and in the Residency Training Programs, and in the development of research.

Inquiries should be directed to the Chairman of the Search Committee:

Dr. J. Hoenig
Room H1178
Health Sciences Centre
St. John's, Nfld. A1B 3V6

ADMINISTRATIVE POSITIONS

UNIVERSITY OF SASKATCHEWAN. Library, Cataloguing Department. The University of Saskatchewan Library invites applications for the Head of Cataloguing who reports directly to the Assistant Director of Libraries for Technical Services. The Library is seeking an experienced cataloguer to manage and direct staff responsible for cataloguing and classifying library materials for the Library system. The department is part of a centralized technical services operation and is highly automated. It serves a main library and 8 branches. Qualifications: an accredited library degree, knowledge of AACR and LC classification, several years of experience in an academic library and demonstrated supervisory and administrative ability. The position is open until filled and will be filled at the rank of Librarian III. Librarians are members of the Faculty Association. The current salary range is \$19,319 to \$24,093 (currently under negotiation). Applicants should send a resume and the names of at least three referees to: J.D. Teskey, Library Personnel Officer, Main Library, University of Saskatchewan, Saskatoon, Saskatchewan. Canada. S7N 0W0.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Computer Science. Applications are invited for the position of Head of a newly created Department of Computer Science in the Faculty of Science. Position to be filled as soon as possible. Candidates should have demonstrated teaching and scholarly research abilities, indicative of senior rank, with a fairly broad background in computer science, and the capabilities of exercising academic and administrative leadership. A Ph.D. in computer science or related area is required. The new head would be responsible for developing future research programs, as well as directing and guiding a rapidly expanding undergraduate program and a relatively new graduate program. At present, there are 7 full-time faculty members, supported by several part-time positions. The undergraduate enrollment is approximately 130 full-time majors. Salary is negotiable. Please send curriculum vitae and the names of three references to: Dr. P.J. Heald, Dean of Science, Chemistry-Physics Building, C-149, Memorial University of Newfoundland, St. John's, Newfoundland, A1B 3X7, Canada.

ANIMAL AND POULTRY SCIENCE

UNIVERSITY OF SASKATCHEWAN. Department of Animal and Poultry Science. Position Available: Assistant Professor in the Department of Animal and Poultry Science, University of Saskatchewan, Saskatoon (subject to budgetary confirmation). Appointment as soon as possible. Competition closes December 31, 1979, or when a suitable applicant is identified. Qualifications: Applicants must have a Ph.D. or its equivalent with emphasis on ruminant nutrition. Teaching ability is very important. Competence in research will be very favourably considered and extension capabilities are also an asset. Responsibilities: Teaching vocational and undergraduate students as well as directing graduate students. The successful candidate will be expected to initiate and carry out a research program in the area of ruminant nutrition, rumen physiology or related interests. Responsibility for directing the Department's overall Vocational Teaching program will likely be required. Salary: Appointment will be at either the Assistant or Associate Professor rank depending upon qualifications and the salary ranges are \$18,415 to \$25,483 (salary currently under review). Applications: A curriculum vitae plus the names of three references should be

forwarded to C.M. Williams, Professor and Head, Department of Animal and Poultry Science, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

UNIVERSITY OF SASKATCHEWAN. Department of Animal & Poultry Science. Position Available: Assistant Professor in the Department of Animal and Poultry Science, University of Saskatchewan, Saskatoon (subject to budgetary confirmation). Appointment will be for January 1980. Competition closes November 1, 1979. Qualifications: Applicants must have a Ph.D. or its equivalent with a specialized knowledge and formal training in the field of Animal Behavior (Ethology). Teaching ability is very important and experience or an interest in researching with domestic species, particularly swine, is desirable. Responsibilities: The position requires teaching an undergraduate course in applied Ethology, plus some additional teaching at the vocational, undergraduate and graduate student levels. The successful applicant will be expected to carry out a research program related to animal behaviour in farm animals with emphasis on swine. Each member of the Department is expected to take part in extension programs appropriate to his or her special knowledge and to contribute to activities of the Department, College and University. Salary: Commensurate with qualifications within the range of \$18,415 to \$25,483 (1978-79 salary currently under review). Applications: A curriculum vitae plus the names of three references should be forwarded to C.M. Williams, Professor and Head, Department of Animal Poultry Science, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

ASIAN STUDIES

UNIVERSITY OF VICTORIA. Asian Studies. 1. Appointment at the rank of Assistant Professor or Visiting Lecturer, depending upon qualifications, subject to budgetary approval. 2. Ph.D., or dissertation near completion, in a social science discipline, with a regional specialty in East Asia. Ability to teach course on Southeast Asia highly desirable as well. 3. Undergraduate teaching and research on the region. 4. 1979/80 floor for Assistant Professors at University of Victoria is \$19,350. 5. Application to: Dr. J.W. Walls, Director, Centre for Pacific and Oriental Studies, University of Victoria, Victoria, British Columbia, V8W 2Y2. 6. July 1, 1980. 7. November 30, 1979.

BUSINESS ADMINISTRATION

THE UNIVERSITY OF ALBERTA. Faculty of Business Administration and Commerce. Applications are invited for faculty positions from those with teaching and research interests in: accounting, finance (especially financial theory, corporate finance, or insurance), management science, marketing, business policy, personnel, industrial relations and legal relations. Ph.D., or equivalent is desirable. Salary and rank depend on qualifications. Applications welcome until positions are filled. Appointments normally effective July 1. Send resume to: Dr. Roger S. Smith, Dean, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta T6G 2G1. The University of Alberta is an equal opportunity employer.

UNIVERSITY OF MANITOBA. Department of Business Administration. Two positions available January or September 1980 at the Assistant or Associate level; one to teach Retailing Management plus one other area in marketing or personnel interest; the other position to teach Production Management.

tion/Operations Management, plus one other area of personal interest. Ph.D. or ABD with near completion date required for Assistant level, proven research record for Associate level. Teaching in undergraduate and MBA programs. Contact: Dr. M.D. Beckman, Acting Head, Department of Business Administration, Faculty of Administrative Studies, University of Manitoba, Winnipeg, Manitoba. R3T 2N2.

MCGILL UNIVERSITY. Business Administration. 1. Assistant Professor and Beginning Associate Professor in such financial specialties as Accounting, Finance, Marketing, International Business, Policy, Systems and Computers, Management Science, Organizational Behaviour, Industrial Relations, and Public Administration. 2. Ph.D. and interest in both teaching and research. A past publication record essential for appointment at the Associate Professor level. 3. Teaching at the B. Com. and MBA levels in Day and Evening programs of the McGill Faculty of Management. 4. Salaries competitive with those paid in comparable institutions. 5. Reply to Dr. Laurent Picard, Dean, Faculty of Management, McGill University, 1001 Sherbrooke St., W., Montreal, Quebec, H3A 1G5. Effective closing date for applications — August 1, 1980 — Closing date to receive applications — December 15, 1980.

YORK UNIVERSITY. Faculty of Ad-

ministrative Studies. Positions open commencing July 1, 1980, subject to budget approval in the following areas: Accounting, Behavioural Science, Finance, Information Systems, Management Science, Marketing, Policy & Environment, Management Policy. Rank and salary are open. Successful candidates will be expected to be active in research and to teach the Ph.D. Masters, and Undergraduate Programmes. Please submit curriculum vitae and references to W.B. Crowston, Dean, Faculty of Administrative Studies, York University, 4700 Keele Street, Downsview, Ontario, M3J 2R6. Deadline for submission — when positions are filled.

BUSINESS AND ECONOMICS

WILFRID LAURIER UNIVERSITY. School of Business & Economics. Applications are invited for teaching positions in the areas of: Accounting, Marketing, Organizational Behaviour, Finance, Control & Information Systems and Business Policy for the 1980/81 teaching year. Qualifications: Ph.D. or Ph.D. candidates. Duties: include graduate and/or undergraduate teaching. Applications will be accepted until positions are filled, and

are subject to budget approval. Send applications to: Dr. T.F. Cawsey, Ph.D., Associate Dean of Business, School of Business & Economics, Wilfrid Laurier University, Waterloo, Ontario, Canada N2L 3C5.

UNIVERSITY OF CALGARY. The Department of Economics. Applications are invited from suitably qualified individuals for faculty positions commencing in the academic year 1980/81. Appointments may be full or part-time and of various durations. Applications from visiting scholars are particularly welcome, and no major field in economics is excluded. Rank and salary open and competitive. Applications containing a vitae and the names of three referees should be sent to Dr. D.L. McLachlan, Head, Department of Economics, The University of Calgary, Calgary, Alberta T2N 1N4.

CHEMISTRY

UNIVERSITY OF ALBERTA. Department of Chemistry. Applications are invited for a continuing Research Associate position in Organic Chemistry. The applicant must have a Ph.D. degree and published research experience in the chemistry of acid components. Evidence of successful post-doctoral research as well as supervisory experience with technicians and graduate students is required. The initial salary will be at the rate of \$15,000 per year. Completed applications with a list of publications and three professional referees must be received by November 15, 1979. Respond to Professor M.J. Robins, Department of Chemistry, The University of Alberta, Edmonton, Alberta. T6G 2G2. The University of Alberta is an equal opportunity employer.

SIMON FRASER UNIVERSITY. Department of Chemistry. Applications are invited for a tenure track appointment at the assistant professor rank, preferably with specialization in the area of macro-molecular biochemistry, starting September 1, 1980. The appointment is subject to budgetary approval. The successful applicant will be required to teach graduate and undergraduate courses in biochemistry and to establish a vigorous research program. The current base of the assistant professor rank is \$19,720 per annum. Applications, including curriculum vitae, a concise statement of proposed research and the names of three referees, should be sent by December 31, 1979 to: Dr. C.H.W. Jones, Chairman, Department of Chemistry, Simon Fraser University, Burnaby, B.C., Canada V5A 1S6.

UNIVERSITY OF TORONTO. Department of Chemistry. Postdoctoral Fellow, Research Associate or Research Assistant positions are available immediately for research in Organosilicon Chemistry: Synthesis, photochemistry; spectroscopy, at NSERC rates or according to experience. Apply with curriculum vitae and references to: Prof. A.G. Brook, Department of Chemistry, University of Toronto, Toronto, Ontario M5S 1A1.

COMPUTER SCIENCE

SIMON FRASER UNIVERSITY. Computing Science Department. The Computing Science Department is seeking applications for tenure track positions starting in January or September, 1980. A Ph.D. in Computing Science (or equivalent) is required with specialization in one or more of the following areas: Theoretical Computing Science, Interactive Graphics, Software Engineering, Programming Languages and Compilers, Computer Design, Artificial Intelligence, Operating Systems and Systems Programming. Responsibilities will include teaching at the undergraduate and graduate levels, research and the usual administrative activities. The department has an interactive graphics laboratory including an Evans and Sutherland picture system and also mini-computer, micro-processor, and hardware laboratories. The University has a central computing facility supporting both MTS and OS. Applications will be received until the positions are filled. To apply, send curriculum vitae and the names of three referees to: Prof. James J. Weinkam, Computing Science Department,

Simon Fraser University, Burnaby, B.C. V5A 1S6. Telephone: (604) 291-4277. Please state the area(s) in which you are applying.

CONTINUING EDUCATION

UNIVERSITY OF MANITOBA. Continuing Education Division. 1. Assistant Professor. 2. Program Co-ordinator with responsibility for design, development and implementation of non-degree programs in humanities, fine arts and public affairs. 3. Graduate training (minimum of Master's degree, doctorate preferred) preferably in adult education and/or humanities, social science with experience in program development and delivery. 4. Salary range \$18,000-\$22,000 depending on qualifications and experience. 5. Applications including curriculum vitae and the names of three referees should be addressed to Dr. R. Kristjanson, Director of Non-Degree Programs, 541 University Centre, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2. Canadian citizens, landed immigrants and others eligible for employment in Canada at the time of application are especially encouraged to apply. 6. When position filled.

DENTISTRY

UNIVERSITE LAVAL. Department of Dentistry. A full-time academic position in prosthodontics dentistry is available. The successful applicant must hold a D.D.S. and M.Sc. (or equivalent) with major in partial and minor in complete removable prosthesis. Duties will include pre-clinical and clinical teaching in French at the undergraduate level. Any other full-time academic position activities (including research), may be attributed. Candidates must be eligible for licensure by the Order of Dentists of Québec and be prepared to fulfill the French language requirements enabling him/her to teach clinically and enjoy consulting and private practice privileges. A temporary licence would be granted in the interim. Salary and rank are commensurate with qualifications and experience and are based on collective agreement. Please send letter of application, curriculum vitae and three letters of recommendation before November 15 to: Dr. Laurent Dufour, Associate Director, Ecole de médecine dentaire, Université Laval, Québec, Canada. G1K 7P4.

EDUCATION

UNIVERSITY OF OTTAWA. Faculty of Education. Measurement and Evaluation (Tenure Track Position). Qualifications: Ph.D. in Measurement and/or Evaluation or equivalent. Strong background in Measurement Theory. Active program of individual research. Preference given to bilingual (English, French). Canadian candidates. Responsibilities: include graduate courses in Measurement and Evaluation, graduate student research. Rank and Salary: dependent on qualifications. Employment date — July 1st, 1980. Closing date — November 30th, 1979. Application and Curriculum Vitae to: Dr. Claude D. MacNeil, Vice-Dean, Faculty of Education, University of Ottawa, 651 Cumberland Street, Ottawa, Ontario, K1N 6N5. Unseparate cover, please have three referees submit letters of reference on your behalf.

UNIVERSITE D'OTTAWA. Faculté d'Éducation. La Faculté d'Éducation de l'Université d'Ottawa sollicite des demandes d'emploi pour le poste suivant: Counselling, Guidance, carrière complète, deuxième et troisième cycles. Titres et qualités: Doctorat en counselling scolaire. On accordera la préférence aux candidats bilingues (français et anglais). Tâches: Enseignement des cours suivants: Théories et pratique du counselling; Théories du choix vocationnel; Praticum en counselling scolaire; Counselling de groupe; Direction de thèses. Rang et salaire: selon les titres, qualités et expérience du candidat. Date d'entrée en fonction: le 1er juillet 1980. Veuillez faire parvenir les demandes

THE NEWFOUNDLAND CANCER TREATMENT AND RESEARCH FOUNDATION AND FACULTY OF MEDICINE, MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Medical Director—Senior Faculty Member

Specialists in the area of Oncology are invited to apply for joint appointment as Medical Director of the Newfoundland Cancer Treatment and Research Foundation and a Senior Faculty Member in the Faculty of Medicine, Memorial University of Newfoundland.

The appointee will be responsible for directing provincial cancer treatment and control programs to be carried out by the Foundation, major hospitals, and the Faculty of Medicine. This program will serve a population of approximately 530,000 people and will be based at the Health Sciences Centre which houses both a newly-equipped radiotherapy facility within the General Hospital, and the Faculty of Medicine. Other hospitals in St. John's and regional hospitals throughout the province will play an active role in the operation of the program. The Director will have a medical staff appointment to the appropriate hospital or hospitals.

As a senior Faculty Member the appointee will make a major contribution to the development of teaching programs at the undergraduate, postgraduate, and continuing medical education levels. He will be expected to foster the further development of research in the area of oncology.

Enquiries should be directed to the Chairman of the Search Committee.

Dr. K. B. Roberts
Room 5360, Health Science Centre
St. John's, Newfoundland
Canada A1B 3V6

d'emploi et Curriculum vitae avant le 30 novembre 1979. 3. Monsieur Claude MacNeil, Ph.D., Vice-doyen de la Faculté d'Éducation, Université d'Ottawa, 651, rue Cumberland, Ottawa, Ontario. Veuillez demander à trois arbitres de soumettre des lettres de référence en votre faveur à la faculté.

UNIVERSITÉ D'OTTAWA. Faculté d'Éducation. Mesure et Évaluation. Exercice complet — deuxième et troisième cycles. Titres et qualités: Doctorat en Mesure et/ou Évaluation, ou équivalent. Programme actif de recherche personnelle. On accordera la préférence aux candidats bilingues canadiens. Tâches: Enseignement des cours en Mesure et Évaluation au niveau de deuxième et troisième cycles. Direction de la recherche des étudiants. Rang et salaire: selon les titres, qualités et expérience du candidat. Date d'entrée en fonction: le 1er juillet 1980. Veuillez faire parvenir les demandes d'emploi et Curriculum Vitae avant le 30 novembre 1979 à Monsieur Claude D. MacNeil, Ph.D., Vice-doyen de la Faculté d'éducation, Université d'Ottawa, 651, rue Cumberland, Ottawa, Ontario, K1N 6N5. Veuillez demander à trois arbitres de soumettre des lettres de référence en votre faveur à la Faculté.

UNIVERSITY OF VICTORIA. Faculty of Education. Department of Social and Natural Sciences. 1. Two positions in Social Studies Education. One regular appointment at the Assistant or Associate Professor level. One sessional appointment. 2. Doctoral degree or equivalent with relevant school and university experience. Competence in elementary social studies and secondary geography. 3. Teaching in undergraduate programmes; supervision of school experiences; curriculum development and other in-service activities; participation in graduate programme. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. R. H. Fowler, Chairman, Department of Social and Natural Sciences, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: September 1, 1980. Sessional appointment — September 1, 1980. Closing date: December 1, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. Department of Communication and Social Foundations. 1. Professor in Reading. 2. Doctoral degree. Demonstrated leadership in the field and distinguished pre-eminent record of research and scholarship required. 3. Graduate and/or undergraduate teaching and coordination of scholarly activities. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. R.D. Armstrong, Chairman, Department of Communication and Social Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: when available. 7. Closing date: When appointment is made.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. One year sessional appointment in Language Arts. 2. A degree and advanced study in Language Arts in the primary grades. 3. Teaching courses in Reading and Language Arts at the undergraduate level. Supervision of school experiences. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. R.D. Armstrong, Chairman, Department of Communication and Social Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: September 1, 1980. 7. Closing date: December 1, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. One year sessional appointment in Educational Psychology. 2. Doctoral degree with emphasis in learning and developmental psychology. 3. Teaching courses in introductory educational psychology. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. D.J. Chabassol, Chairman, Department of Psychological Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: September 1, 1980. 7. Closing date: December 1, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. Assistant or Associate Professor of Educational Media. 2. Advanced degree in Educational Media at or near Ph.D. School teaching experience. 3.

Teaching courses in educational media at the undergraduate level; supervising student teaching; coordinating some technical services; providing leadership in the development of graduate courses and programmes. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. R.D. Armstrong, Chairman, Department of Communication and Social Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: date negotiable — either July 1, 1980 or July 1, 1981. 7. Closing date: December 31, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. Sessional appointment in English Methods. 2. Advanced study in English Methods. School experience at the secondary level. 3. Teaching courses in English Methods at the undergraduate level. Supervision of school experiences. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. R.D. Armstrong, Chairman of the Department of Communication and Social Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: September 1, 1980. 7. Closing date: December 1, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. Sessional appointment in Physical Education. 2. Master's degree in Physical Education minimum with experience in public school teaching. 3. Teaching courses in Physical Education in the following areas: Introduction to Physical Education, Secondary School Methods. Supervision of school experiences will be required. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. B.L. Howe, Chairman of the Department of Physical Education, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: September 1, 1980. 7. Closing date: December 1, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. Assistant or Associate Professor in Evaluation. 2. Doctoral degree or equivalent. Teaching experience in the schools is essential. 3. Teaching undergraduate classes in the Evaluation of Classroom Learning to student teachers specializing in Kindergarten and Primary Education plus teaching in a related area. Approximately equal time to be spent in each. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Chairman, Search Committee (Primary Evaluation), Department of Psychological Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: July 1, 1980. 7. Closing date: December 31, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. One year sessional appointment in Counselling Psychology. 2. Doctoral degree with emphasis in Counselling. Must have sufficient publications to qualify for appointment to Graduate Faculty. 3. Teaching undergraduate and graduate courses in Counselling. Supervising counselling practica. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. D.J. Chabassol, Chairman, Department of Psychological Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: September 1, 1980. 7. Closing date: December 1, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. Assistant or Associate Professor in Special Education. 2. Doctoral degree with specific training and university teaching experience in either mental retardation or behaviour disorders. Sufficient research record to qualify for Graduate Faculty appointment. 3. Teaching courses and developing programmes at the undergraduate and graduate levels. Preference will be given to candidates with school experience. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. D.J. Chabassol, Chairman, Department of Psychological Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: July 1, 1980. 7. Closing date: December 31, 1979.

UNIVERSITY OF VICTORIA. Faculty of Education. 1. Assistant or Associate Professor in Philosophy of Education. 2. Appropriate doctoral degree or equivalent.

Teaching experience in the schools. 3. Teaching courses in the Philosophy of Education and the social foundations at the undergraduate level. Developing graduate courses and programmes. Teaching off-campus courses and supervising student teachers. 4. Salary dependent upon qualifications and experience. 5. Send full curriculum vitae and names of three referees to Dr. R.D. Armstrong, Chairman of the Department of Communication and Social Foundations, Faculty of Education, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. 6. Effective: July 1, 1980. 7. Closing date: December 1, 1979.

ENGLISH

UNIVERSITY OF VICTORIA. Department of English. The Department of English at the University of Victoria requires instructors for Intercession (12 May-27 June) and Summer Session (3 July-15 August) 1980. A variety of courses will be offered from Remedial English to senior level, and applications should be addressed no later than Friday, 30 November, 1979 to the Department of English, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2.

ELECTRICAL ENGINEERING

CARLETON UNIVERSITY. Department of Electronics. The Department of Electronics at Carleton University has an opening in a regular faculty position at the Assistant, Associate or Full Professor level, depending on qualifications. Candidates must have a Ph.D. in Electronic Engineering with specialization in Communication Electronics and Systems. Familiarity with Instrumentation Electronics and/or Computer Communications, and research experience are desirable. The position involves undergraduate and graduate teaching, plus graduate supervision and research in Communications and Instrumentation Electronics. Salary is commensurate with qualifications. The position will be filled either January 1, 1980 or July 1, 1980. Interested applicants should send a Curriculum Vitae, with three references to: Dr. R.E. Thomas, Chairman, Department of Electronics, Carleton University, Ottawa, Canada K1S 5B6. Deadline date: November 1, 1979.

UNIVERSITY OF WATERLOO. Department of Electrical Engineering. Applications are being accepted for the position of Assistant Professor in one of the following areas: 1) control theory, 2) digital hardware and computers, 3) circuit theory, and 4) microwaves and antennas. Applicants must hold a doctorate and some industrial experience would be considered an asset. The position will involve undergraduate and graduate teaching and graduate student supervision. The successful applicant will be expected to pursue an active program of research compatible with departmental interests. The position will be open until filled, but an appointment for September, 1979 is anticipated. The salary will be commensurate with experience and qualifications. A detailed curriculum vitae, a statement of research and teaching interests and the names of three referees should be sent to: Chairman, Department of Electrical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1, Canada. Subject to the availability of funds. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

GEOGRAPHY

UNIVERSITY OF WATERLOO. Geography Department. Applications are being accepted for the position of Assistant Professor in Resources. Analysis with primary teaching and research interests in economic aspects especially energy and secondary interests in social and/or ecological aspects. Ph.D. required in Geography or related field. Duties include teaching courses and advising students at the undergraduate (B.E.S. and B.A.) and

graduate levels (M.A. and Ph.D.) of resources analysis. The department has strong honours and general undergraduate (400 students) and graduate (40 students) programs. Salary in the Assistant Professor range (minimum \$18,400) commensurate with experience and academic record. Applications should be sent to Dr. Lorne H. Russwurm, Chairman, Department of Geography, University of Waterloo, Ontario, N2L 3G1. Preferred date of appointment is January 1, 1980, but May 1, 1980 is possible. Applications should be submitted by November 3, 1979. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

GEOLOGY & GEOPHYSICS

THE UNIVERSITY OF CALGARY. Department of Geology and Geophysics. Applications are invited for a position in Geophysics with specialization in Seismic Exploration. Applicants should have several years' experience in Seismology including field methods, processing and interpretation. The appointment will be made at the Assistant or Associate Professor level, depending on qualifications and experience, and will be a three-year limited term contract. The position becomes available January 1, 1980. Duties would include teaching at the Introductory and Senior undergraduate levels and Graduate level as well as conducting and supervising research projects. Interested persons should submit a letter of application, vita, undergraduate and graduate transcripts and have three letters of recommendation. Dr. N.C. Wardlaw, Head, Dept. of Geology and Geophysics, University of Calgary, Calgary, Alberta, Canada T2N 1N4.

HOME ECONOMICS

UNIVERSITY OF MANITOBA. Department of Foods and Nutrition. Applications are invited for an assistant or associate professor with a Ph.D. degree or equivalent, with advanced training related to the chemical, sensory and nutritional assessment of food. Demonstrated competence in teaching and research will be given preference. The successful candidate will be expected to teach undergraduate and graduate courses and to develop a strong research program in the area of consumer food quality assessment. The appointment may be either term or tenure stream. Salary, rank and type of appointment commensurate with qualifications and experience. Canadian citizens, landed immigrants and others eligible for employment in Canada at the time of application are especially encouraged to apply. Enquiries and applications, including a complete curriculum vitae and the names of three referees should be sent to Professor Marion Vaisey-Genser, Head of the Department of Foods and Nutrition, Faculty of Home Economics, University of Manitoba, Winnipeg, R3T 2N2. The appointment will be effective January 1, 1980. The position will be open until filled.

LIBRARY

UNIVERSITY OF BRITISH COLUMBIA. Library. The University of British Columbia library invites applications for the position of Life Sciences Bibliographer. Duties will include book selection for the Woodward Biomedical Library, monitoring of appropriate areas of the collections for assistance with the development of collections policy for the library system, and liaison with librarians and faculty in the life science area. Some involvement with reference or technical service activities may be included. Library service to some of the health science units will probably be expanded in the near future, requiring further development of the clinical collection. Candidates should have an academic degree in one of the life sciences, a broad acquaintance with biology and medicine, and a fifth year L.S. degree. Relevant experience is highly desirable. The salary will be com-

mensurate with education and experience. The University has excellent medical, dental, disability, group insurance and superannuation benefits. Librarians are members of the faculty association which negotiates members' salary increases with the University administration. Librarians also are eligible to belong to the Faculty Club. The University of British Columbia offers equal opportunity for employment to qualified male and female applicants. Apply with resume to I.F. Bell, Associate Librarian, University of British Columbia Library, 2075 Westbrook Mall, Vancouver, B.C. V6T 1W5.

UNIVERSITY OF SASKATCHEWAN. Library. The University of Saskatchewan Library invites applications for the position of Health Sciences Librarian which reports directly to the Associate Librarian. The Health Sciences Librarian is responsible for the public service operations of the Health Science Branch Library whose primary users are the Colleges of Dentistry, Medicine, and Nursing. Duties will include collection development, liaison work, supervision of 1 librarian and 6 library assistants, as well as other administrative duties involved in the operation of a branch library with a collection of over 80,000 volumes and an acquisitions budget of approximately \$150,000. The successful candidate will have a degree from an ALA accredited School of Librarianship; persons with an undergraduate degree in a biological or life sciences will be given preference. Candidates must have at least 3 to 5 years of library experience, including significant experience in a health science or special library and demonstrated supervisory and administrative ability. Furthermore, candidates should have experience with or knowledge of computer-based information retrieval systems. A commitment to professional growth should be indicated by membership in appropriate professional associations. The position is open until filled and will be filled at the rank of Librarian III. Librarians are members of the Faculty Association. The current salary range is \$19,319 to \$20,723 (currently under negotiation). Applicants should send a complete resume and the names of at least three references to: J.D. Teskey, Library Personnel Officer, The Library, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

MANAGEMENT

UNIVERSITY OF CALGARY. Faculty of Management. The University of Calgary, Faculty of Management, is seeking qualified candidates to fill positions in all areas including Accounting, Policy & Environment, Finance, Industrial Relations, Management, Management Science, Management Information Systems and Marketing, beginning July 1, 1979. Ph.D. or D.B.A. preferred. Rank and salary based on qualifications and experience. Applications should be addressed to: Dr. George S. Lane, Dean, Faculty of Management, The University of Calgary, Calgary, Alberta. T2N 1N4.

MATHEMATICS

THE UNIVERSITY OF ALBERTA. Department of Mathematics. Mathematics and statistics. Four positions at the Assistant Professor level, tenure track, are expected to be available beginning July 1, 1980. Duties include teaching, research and consulting. Teaching load is two courses per term for each of two terms. Present minimum salary is \$19,696. Also, a number of seasonal and research associate positions will be available starting January 1980 and September 1980, for varying periods of time, to a maximum of one year, with good possibilities of renewal in the seasonal positions. Duties include research and teaching. Salary negotiable. Send vitae with reprints and arrange for three letters of reference to be sent to: M.S. Klamin, Chairman, Department of Mathematics, The University of Alberta, Edmonton, Canada T6G 2G1. The University of Alberta is an equal opportunity employer.

UNIVERSITY OF GUELPH. Department of Mathematics and Statistics. Rank open, tenure track position, effective January 1, 1980 or when filled; teaching and research in applied mathematical sciences,

preferably combining expertise in two of Operations Research, Numerical Analysis, Biomathematics, Statistics; contact W.R. Smith, Chairman, Department of Mathematics and Statistics, University of Guelph, Guelph, Ontario, N1G 2W1. Position subject to final budgetary approval.

SIMON FRASER UNIVERSITY. Department of Mathematics. The Department of Mathematics, Simon Fraser University, invites applications for a Visiting Faculty position in Statistics for the period January 1, 1980 to August 31, 1980. The salary, terms, and teaching loads are negotiable. Please contact Dr. M. Singh, Chairman, Department of Mathematics, Simon Fraser University, Burnaby, B.C. V5A 1S6, Canada. Telephone (604) 291-3378.

SIMON FRASER UNIVERSITY. Department of Mathematics. The Department of Mathematics of Simon Fraser University invites applications for a Sessional Instructor II to teach a course in upper division topology. This course is normally taken by senior undergraduate students in the Mathematics Department. The course shall run from January 1st, 1980, to April 30, 1980, with 3 lectures per week. The stipend for teaching this course is \$2,400. Applicants should have a Ph.D. in Pure Mathematics or equivalent experience. Applications should be sent to the Department of Mathematics at the following address not later than October 30th, 1979. Chairman, Department of Mathematics, Simon Fraser University, Burnaby, B.C. V5A 1S6.

MECHANICAL ENGINEERING

UNIVERSITY OF ALBERTA. Department of Mechanical Engineering. The Department of Mechanical Engineering at the University of Alberta has an immediate opening for a faculty position in the area of Design/Applied Mechanics at either the Assistant or Associate Professor level. Candidates must have a Ph.D. with either professional experience or specific graduate training in these areas. The successful candidate will be expected to have a strong commitment to teaching design at the undergraduate level and be prepared to develop senior design courses at the graduate level. Candidates will be encouraged and expected to develop a good relationship with industry and carry on a viable research program in the general area of design and/or applied mechanics. Applicants should send curriculum vitae and names of at least three references to Dr. Donald G. Bellow, Professor and Chairman, Department of Mechanical Engineering, University of Alberta, Edmonton, Alberta. T6E 2G8.

UNIVERSITY OF OTTAWA. Department of Mechanical Engineering. The Faculty of Science and Engineering invites applications for appointments in a recently introduced Engineering Management Program. These will be tenure track positions with appointment to a rank that will be commensurate with the qualifications of the candidate. Duties will include teaching and research, and active involvement in the further development of the program. A candidate should hold a doctoral degree, preferably in industrial engineering. Industrial experience will be considered as a significant advantage. Bilingualism (French and English) would be an asset. Applications including curriculum vitae, details of experience and names of referees should be addressed to Dr. A.S. Krausz, Chairman, Department of Mechanical Engineering, University of Ottawa, Ottawa, Ontario. K1N 6N5.

UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are being accepted for the position of Assistant Professor. The initial appointment will be for a two-year term, commencing January, 1980, or earlier. The requirements are: a recent Ph.D. graduate with experience in mechanical system dynamics and control engineering. The successful applicant will be expected to interact with faculty who have ongoing projects in the above and related areas such as fluid power, machinery diagnostics and noise control. Teaching responsibilities will be primarily at the undergraduate and graduate level in control and automation. Salaries will be commensurate with experience and qualifications. A detailed curriculum vitae, a statement of teaching and

research interests and the names of three referees should be sent to Dr. D.J. Burns, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario N2L 3G1. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

MEDICINE

UNIVERSITY OF CALGARY. Faculty of Medicine. The University of Calgary has an immediate opening at the rank of assistant professor in the Division of Medical Physiology, Faculty of Medicine. The successful applicant would be expected to carry out a significant research program and contribute to the teaching of medical physiology. Send curriculum vitae and the names of at least three potential referees to: Dr. W.L. Veale, Professor and Head, Division of Medical Physiology, Faculty of Medicine, University of Calgary, Calgary, Alberta, Canada T2N 1N4.

UNIVERSITE DE SHERBROOKE. Département de médecine. Cardiologue plein temps géographique à la demande du Département de médecine de l'Université de Sherbrooke au Centre Hospitalier Universitaire de Sherbrooke. Le candidat doit posséder une expérience particulière en cathétérisme cardiaque, en échocardiographie et en cardiologie nucléaire. Aussi des aptitudes dans l'enseignement aux niveaux pré et post-doctoral et dans la recherche clinique seraient souhaitées. Faire parvenir curriculum vitae au Docteur Hugh M. Scott, Directeur, Département de médecine, Centre Hospitalier Universitaire de Sherbrooke, Sherbrooke, Québec. J1H 5N4.

UNIVERSITY OF TORONTO. University Department of Preventive Medicine and Statistics (Epidemiology Unit). University Title: Assistant Professor or Associate Professor. Qualifications required: Candidate should have demonstrated prior experience in the design and methodology of collaborative controlled Clinical Trials. Nature of Duties: To assume a leadership role in the National Collaborative Clinical Trials Programme in Cancer, coordinated from the Unit. Salary: Commensurate with experience. Person to whom enquiries should be sent: Dr. A.B. Miller, Director, NCIC Epidemiology Unit, McMurich Building, 3rd floor, University of Toronto, Toronto, Ontario M5S 1A8. Effective date of Appointment: November 1, 1979. Closing date for receipt of Applications: October 31, 1979.

UNIVERSITY OF TORONTO. Department of Rehabilitation Medicine. Title: Associate Professor. University: Physician-in-Chief — Lyndhurst Hospital. Qualifications required: M.D., preferably fellowship with Royal College of Physicians and Surgeons of Canada, postgraduate experience, clinical and research experience in rehabilitation of spinal cord diseases. Duties: Responsible for the direction and coordination of clinical, educational, and research programs at Lyndhurst Hospital with the opportunity to develop and expand these activities in a new and enlarged facility. Salary: Negotiable — commensurate with experience. Person to whom enquiries should be sent: Dr. John S. Crawford, Professor and Chairman, Department of Rehab. Medicine, 255 McEwen Street, Room 202, Toronto, Ontario, M5T 1W5. Effective date of appointment: Not later than July 1, 1980. Closing date for receipt of applications: December 31, 1979.

NURSING

UNIVERSITY OF NEW BRUNSWICK. Faculty of Nursing. Position available July 1, 1980 for a teacher in baccalaureate program in Nursing. Area is Medical-Surgical Nursing, working with senior students in the acute care setting, and classroom teaching. Applicants should be able to qualify for rank of Assistant or Associate Professor. Master's degree essential. Salary will be commensurate with education and experience. Write: Dean I. Leskie, Faculty of Nursing, University of New Brunswick, P.O. Box 4400, Fredericton, N.B. E3B 5A3.

NUTRITION

UNIVERSITY OF GUELPH. Department of Nutrition. College of Biological Science. Applications are invited for the position of Assistant Professor of Nutrition. Qualifications required are a Ph.D. with training in experimental nutrition related to the field of aquaculture. The successful applicant will be required to teach aspects of comparative nutrition at the undergraduate and graduate levels, and to supervise graduate students and conduct research on applied and fundamental aspects of fish nutrition. Curriculum vitae and the names of three referees should be sent to Dr. B.L. Walker, Chairman of Search Committee, Department of Nutrition, University of Guelph, Guelph, Ontario N1G 2W1 by December 1, 1979. Appointment subject to final budgetary approval.

OCEANOGRAPHY

UNIVERSITY OF BRITISH COLUMBIA. Department of Oceanography. Postdoctoral Fellow in dynamic oceanography for one year from January 1980. Also required to teach introductory dynamic oceanography in spring term of 1980. Salary \$16,000. Send curriculum vitae and three letters of reference to Professor L.A. Mysak, Department of Oceanography, University of British Columbia, Vancouver, B.C. V6T 1W5.

PHYSICS

UNIVERSITY OF BRITISH COLUMBIA. Department of Physics. The University of British Columbia in Vancouver expects, subject to the usual budgetary confirmation, to make a tenure-track appointment at the Assistant Professor level in the Physics Department commencing July 1, 1980. Primary consideration will be given to applicants with research interests in Intermediate Energy Physics centred around the TRIUMF meson facility situated on the U.B.C. campus. Outstanding candidates in other fields are also invited to apply. The successful candidate will be expected to teach effectively at both the undergraduate and graduate levels. The closing date for applications is November 30, 1979. Send resume, bibliography and the names of three professional references to: Professor Garth Jones, Chairman, Committee on Initial Appointments, Department of Physics, The University of British Columbia, 2075 Westbrook Place, Vancouver, B.C. V6T 1W5 Canada.

POLITICAL SCIENCE

THE UNIVERSITY OF CALGARY. Department of Political Science. Subject to the availability of funds, a two-year full-time limited term appointment is offered in the Department of Political Science at the Assistant or Associate Professor level. The appointment may be renewable. Applicants should have completed the Ph.D. Competence in two Western European languages other than English is required, with travel and residence in Europe, and publications. Applicants will be expected to teach and publish in the area of Western European Comparative Government. Salary range: Assistant Professor: \$20,094 to \$26,282; Associate Professor: \$24,732 to \$34,047. Applications, with names of three referees, should be sent to: Dr. A. Parel, Chairman, Department of Political Science, The University of Calgary, 2920 24 Avenue N.W., Calgary, Alberta, Canada, T2N 1N4. Applications will be accepted until the position is filled. Appointment date: July 1, 1980.

PSYCHOLOGY

UNIVERSITY OF MANITOBA. Department of Psychology. Applications are invited for a tenure stream position in the

area of experimental psychology. Rank and salary are open to negotiation; floor salaries for 1979-80 are: assistant professor \$17,798; associate \$23,263; full professor \$29,743. The position is subject to budgetary approval. Applicants should have an established research record. Preference will be given to those currently entitled to work in Canada. Interested candidates should send their curriculum vitae by November 1, 1979 to Dr. J.S. McIntyre, Head, Department of Psychology, University of Manitoba, Winnipeg, Manitoba, R3T 2N2. The appointment begins July 1, 1980.

SIMON FRASER UNIVERSITY. Department of Psychology. One tenure track opening, rank open, for position of Chairman of a recently initiated graduate program in applied/clinical psychology. Starting date is September, 1980, or later. All applicants are expected to provide high quality teaching and to have either made a significant contribution in the field, or show promise of excellence in research. Position is subject to budgetary constraints. Preference is given to applicants who are eligible for employment in Canada at the time of application. Applicants should send curriculum vitae, copies of publications and names of three references to: Marilyn Bowman, Department of Psychology, Simon Fraser University, Burnaby, B.C. Canada V5A 1S6.

UNIVERSITY OF VICTORIA. The Department of Psychology. University of Victoria is seeking a neuropsychologist for regular appointment at the level of Full Professor starting July 1, 1980. The successful applicant will have an outstanding record of teaching, research in learning disabilities and reading disorders and program development in neuropsychology. He will be expected to teach graduate and undergraduate courses, engage in and supervise research and assist in the development of departmental and university-wide programs. Those interested should send curriculum vitae, copies of publications, to Professor Orford Spreen, Chairman, Search Committee, Department of Psychology, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. Include vitae and at least 3 references with application which should be received before November 30, 1979.

RECREATION

UNIVERSITY OF WATERLOO. Department of Recreation. 1. Assistant or Associate Professor in Recreation Management. 2. Earned doctorate or its equivalent in related discipline. 3. Ability to successfully supervise students theses and honors projects with a broad interdisciplinary view to graduate and undergraduate instruction and continuing involvement and participation in professional organizations with a demonstrated competence and commitment to scholarship. 4. Assistant professor (minimum \$18,400) Associate professor (minimum \$23,900). Salary commensurate with qualifications and experience. 5. Dr. David Ng, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario N2L 3G1. 6. July, 1979. Subject to the availability of funds. 7. Until position filled. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

SPEECH PATHOLOGY

DALHOUSIE UNIVERSITY. School of Human Communication Disorders. Assistant or Associate Professor, Speech Pathology, commencing January, 1980. Salary in accordance with experience and qualifications. Ph.D. (A.B.D. considered). Must meet requirements for membership in the Canadian Speech and Hearing Association. Must feel comfortable teaching a variety of basic speech pathology courses and courses fundamental to the field (e.g. A&P, Normal Language, etc.). A fair for speech science would be an asset. Some practicum supervision a part of regular duties. Send application, current curriculum vitae, and names of three referees to: Dr. Michael W. Dwyer, Director and Professor, School of Human Communication

Disorders, Dalhousie University, 5599 Fenwick Street, Halifax, Nova Scotia B3H 1R2.

INCOME TAX

GOLDEN INCOME TAX SERVICE. Income tax service specializing in teachers or professors going on sabbatical leave. Call or write: Golden Income Tax Service, Mgr. Richard Bouchard, Box 489, Station "G1", Toronto, M4J 4X2. Tel: (416) 755-6104. Clip and save for future reference.

LATE ADS

CARLETON UNIVERSITY. School of Commerce. Applications are invited at the rank of Lecturer/Assistant Professor in the following areas of interest: (i) Accounting, (ii) Systems Analysis/Data Processing, and (iii) Industrial Relations*. Preference will be given to candidates with a secondary teaching interest in Business Policy or Organizational Behaviour. Appointment is on a full-time basis. Qualifications required: Ph.D. (Appointment may be considered in exceptional circumstances for individuals who wish to consider academic experience before embarking on a Ph.D. program). Applications should be sent to Dr. W.M. Lawson, Chairman, Recruiting Committee, School of Commerce, Carleton University, Ottawa, Ontario, K1S 5B6. *Positions are subject to budgetary approval.

UNIVERSITY OF CALGARY. Department of Classics. Applications are invited for one or more possible positions within the above-mentioned department. Please note the following details: 1. The positions will be sabbatical replacements, tenable for the period September 1, 1980 to April 30, 1981; 2. Salary and rank will be at the level of the Assistant Professor level; 3. Although there can be no guarantee of renewal, further terms may be possible, subject to budgetary approval and mutual satisfaction; 4. A versatile classicist is needed in each case to teach a variety of undergraduate courses in language, literature, and civilization/literature in translation courses. At this stage, exact duties cannot be specified; 5. The department attaches great importance to teaching and, wherever possible, candidates should furnish evidence of their lecturing abilities; 6. It will be the responsibility of candidates themselves to arrange for letters of reference to be sent directly to the Head of Department; 7. There is no formal closing date, but early application is urged. The department takes great care with all positions, hence the process will take some time. All candidates will be informed of the outcome as soon as possible. The Head expects to be available for interviews at the A.P.A. meetings in Boston in December; 8. Send all applications and related correspondence to: Dr. Barry Baldwin, Head, Department of Classics, University of Calgary, Calgary, Alberta, T2N 1N4.

BRANDON UNIVERSITY. Faculty of Education. Innovative educators wanted. Brandon University has center coordinator positions open for teacher educators. These positions to be located in remote northern communities in Manitoba and are in the Brandon University Northern Teaching Education Program BUNTEP for training teachers. A vigorous attempt is made to deliver the program in the students' home communities. Duties of the center coordinator include: Coordinating activities for the university in off campus locations; Supervision of student teachers; Teaching responsibilities will normally be 1/3 load; Academic counselling; participating cooperatively in the development of the program; Working closely with the community to explain and develop the program; Working in a cross cultural situation with native Canadian students. Qualifications: 1. Minimum of M.Ed. or M.A. degree and valid teaching certificate with a specialization in some area of school curriculum; 2. School level teaching experience is required with elementary school experience considered an asset. Salary: Lecturer, \$14,550-\$19,450; Assistant Professor, \$18,300 to \$27,300; Centre coordinator and Northern allowance of \$3,300. Candidates should mail letter of application and curriculum vitae. Request registrar to mail

transcript and request three referees to submit their recommendations to: Associate Dean, Faculty of Education, Brandon University, Brandon, Manitoba, R7A 6A9.

UNIVERSITY OF NEW BRUNSWICK. Department of Biology. Virologist, Assistant Professor. Two-year appointment with the possibility of tenure track. Salary commensurate with experience. To teach 2 half year lecture courses in Virology at the third and fourth year level plus 1 half year Virology techniques laboratory. The candidate should have a Ph.D., some postdoctoral experience and be capable of developing a research program in Virology. Excellent research facilities including Tissue Culture, Radiolabelled and Biohazard containment laboratories are available. The position is to start January 1, 1980, or as soon as a suitable candidate can be found. Curriculum vitae with names of 3 referees should be sent not later than December 15, 1979 to: Chairman, Department of Biology, University of New Brunswick, Fredericton, N.B., Canada E3B 5A3.

UNIVERSITY OF NEW BRUNSWICK. Department of Mechanical Engineering. Faculty position in Thermofluids. Experience in energy conversion systems an advantage. The successful candidate will be expected to instruct at the undergraduate and graduate levels as well as develop research programmes in the area. Applicants should possess a Ph.D. or have equivalent qualifications. Send curriculum vitae and names and addresses of three referees to: Dr. J.E.S. Venar, Department of Mechanical Engineering, University of New Brunswick, P.O. Box 4400, Fredericton, N.B. E3B 5A3. The appointment is subject to budgetary approval but is expected to commence July 1, 1980.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Faculty of Education. Assistant or Associate Professor — Director of Native and Northern Education. Education, M.Ed. preferred, M.A. or M.Ed. minimum. Experience in cross cultural education essential. Duties: responsible for the administration of the field-based teacher education program in Labrador (T.E.P.L.) and a campus based Memorial University of Newfoundland Native and Northern Education Program (M.U.N.N.T.E.P.). Assigned duties will include course instruction within the M.U.N.T.E.P. program in areas of expertise. Administrative duties in connection with student records, recruitment and deployment of instructional staff, liaison with communities, school boards and government agencies involved in native education. Willingness to travel to remote Indian and Inuit communities of Newfoundland and Labrador a necessity. Salary: based on qualifications and experience. Letter of application, placement fee, or full vitae, and three references to: B. V. Paddock, Dean, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland. Closing date: when position filled.

UNIVERSITY OF TORONTO. University Department: Paediatrics. Hospital Department: Division of Perinatal Medicine, Hospital for Sick Children. Hospital Title: Clinical Assistant (2 positions). Qualifications required: Registration or eligibility for registration with the Ontario College of Physicians and Surgeons necessary. F.R.C.P. (C) or equivalent an advantage. Nature of Duties: Clinical duties in the care of newborn. Special responsibility: Teaching of Residents, Transport of neonates. Post suitable for individual at or approaching end of training in Perinatal Medicine. Salary: Intermediate between Senior Fellowship and Junior Faculty. Person to whom enquiries should be sent: Dr. Paul R. Swyer, Chief, Division of Perinatal Medicine, The Hospital for Sick Children, 555 University Avenue, Toronto, Ontario M5G 1X8. Effective Date of Appointment: November 1, 1979. Closing Date for receipt of Applications: October 30, 1979.

UNIVERSITY OF TORONTO. Division of Perinatal Medicine. Department of Paediatrics. Title of Position: Specialty Associate Residents (Fellows) in Perinatal Medicine. Qualifications: Registration or eligibility for registration with Ontario College of Physicians and Surgeons necessary. Two years general paediatrics required. Experience in Perinatal Medicine an advantage. Nature of Duties: Clinical Care of patients in Neonatal Intensive Care Unit, teaching of residents, transport. Salary: \$18,523—(under review 1979). Persons to Whom Applications are Sent: Dr. Paul R. Swyer, Chief, Division of Perinatal

Medicine, The Hospital for Sick Children, 555 University Avenue, Toronto, Ontario M5G 1X8. Effective Starting Date: 1 July, 1980. Deadline for Applications: Open.

CARLETON UNIVERSITY. Sociology and Anthropology Department. A sessional lecturer for the 1979-80 academic year is required. The successful candidate will be responsible for teaching both courses listed below: \$6,100 — Principles of Comparative Social Structure: Sociology and Anthropology; \$3,270 — Criminology. Qualifications: Ph.D. plus several years of directly related experience, including teaching in the fields of Sociology, Anthropology and Criminology. Salary: \$2800, per annum per course. Application Deadline: September 1, 1979. Applications should be forwarded to: Dr. D.P. Forcace, Chairman, Sociology and Anthropology Department, Carleton University, Ottawa, Ontario K1S 5B6.

CONCORDIA UNIVERSITY. Psychology Department. a) The Psychology Department anticipates an opening at the level of Assistant or Associate Professor in clinical psychology for September, 1980. Concordia University is a large metropolitan teaching and research institution, with Master's and Doctoral programmes covering both applied and clinical experimental areas of psychology. Excellent research and clinical facilities are available including the Applied Psychology Centre, a training clinic operated by the Department. Applicants for this full-time tenure-track position must hold a Ph.D. degree with background in graduate clinical training. They must be capable of making a significant contribution to the clinical activities of the Department's Applied Psychology Centre as well as holding an active, ongoing research programme. Responsibilities: clinical and research supervision of graduate students, graduate and undergraduate teaching. Salaries are competitive with other North American Universities. b) The Department also anticipates one position for which the area of specialty is open. Candidate should have a strong ongoing research programme. Responsibilities include graduate and undergraduate teaching, and research supervision. The Department also anticipates several leave replacement positions for 1980-81: area of specialty is open. Candidates should forward curriculum vitae, three letters of reference and publication reprints to: — Dr. Norman Segalowitz, Chairman, Psychology Department, Concordia University, Arts and Science Faculty, 1455 de Maisonneuve West, Montreal, Quebec H3G 1M8 Canada.

CONCORDIA UNIVERSITY. Centre for Building Studies. The Centre for Building Studies is seeking a full-time research assistant or associate in the area of industrialized building. Applicants must have a Bachelor or Master's Degree in Architecture or Engineering. Salary will range between \$10,000 and \$14,000 annually, commensurate with experience and qualifications. Preference will be given to those candidates who wish to enroll in the Centre's Ph.D. option in Building Engineering. Resume and names of referees should be sent to: Dr. Paul R. Swyer, Director, Centre for Building Studies, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, Canada H3G 1M8.

CONCORDIA UNIVERSITY. Centre for Building Studies. The Centre for Building Studies seeks a full-time laboratory instructor to maintain existing and set up new undergraduate and graduate course laboratory experiments in Building Science and Building Environment. Experiments will include perception, measurement and control of heat and temperature; conduction (steady state and transient processes); convection (natural and forced); radiation; combined radiative and convective surface transfer; psychrometrics; condensation; modelling for wind effects; sound transmission loss, absorption, and reverberation time; photometry, brightness, luminance and illumination; colorimetry. Qualifications: B. Eng. or M. Eng. in Mechanical Engineering. Salary \$8,000 to \$12,000 annually, commensurate with experience and qualifications. Preference will be given to those candidates who wish to enroll in the Centre's M. Eng. (Building) or Ph.D. option in Building Engineering. Interested candidates should forward a complete resume to: Dr. Paul R. Swyer, Centre for Building Studies, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, P.Q., H3G 1M8.

Economic Benefits

A summary of the trends is shown in Figure 2 comparing cumulative changes in university salaries with those in the average weekly wages and salaries. The value on this graph for the Universities Effective Mean Scale for 1978-79 is 171.4 which corresponds to the 71.4% increase spoken above.

Variations among universities and regions

The above data shows mean salaries and is for the whole academic community across Canada. Individual salaries, of course, are spread out above

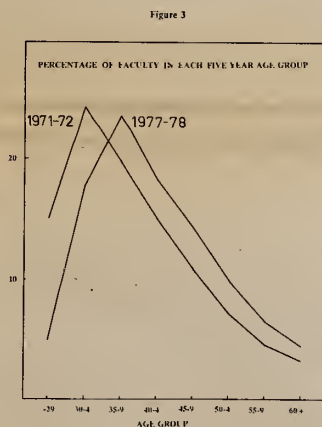
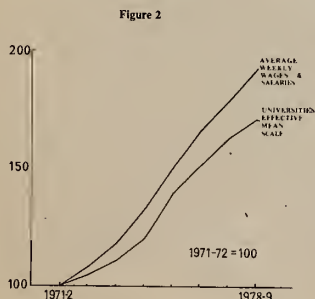
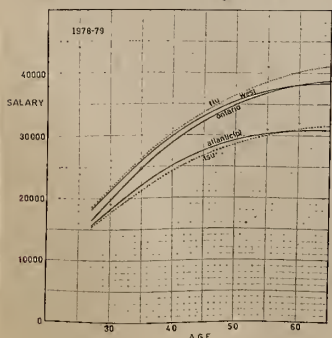


Figure 4
MEAN SALARY-AGE PROFILES



and below the curve. The spread is relatively narrow at the young ages and broader at older ages. Even mean salaries versus age show some variation from one university to another and from one geographic region to another. Figure 4 shows mean salary-age profiles for three regions and also for a typical large university (labelled *tlu*) and for a typical small university (labelled *tsu*). University salaries show the same regional variation as most salaries and wages in other occupations.

Age distribution of academic population

The percentage of faculty by age for each year since 1971-72 is shown in Table 3. These figures provide more information than necessary for most readers. The main feature is illustrated dramatically in Fig. 3 which is a graph of the data for 1971-72 and 1977-78. The demographic shift is clearly evident during this short period. Note for instance that the percentage of faculty members under age 30 has decreased from 15% to 5% in this six year period. If the growth era of universities has ended, this demographic shift will continue to create problems for salary policy. The author's research in this area indicates that salary budget increases must be almost one percent larger than general wage increases to accommodate this demographic shift, at least during the next decade. (For instance, this figure varies from institution to institution because of different turnover patterns). This is one percent above general wage increase figures, not cost of living figures which are generally lower. During the past three decades, wage increases have been several percentage points larger than CPI increases, although the difference has decreased in recent years. During the implementation of the AIB programme, a figure of two percent was accepted for this wage increase over CPI difference. The problem is that governments think in terms of cost of living increases as adequate to maintain areas that are not growing. This may be applicable to areas for which salaries and wages represent a small component. However, because salaries and wages make up the bulk of university budgets, salary structure can be preserved only if budget increases are comparable to general wage increases even if there were no demographic shift problem. Therefore, budget increases must be comparable to wage increases plus one percent. Otherwise, serious salary policy problems will develop.

Average salaries by rank

Table 4 shows average salaries by rank for the

years 1971-72 to 1978-79. The figures for 1978-79 are estimated, but are probably correct to within +100.

Footnotes

1. Salary data for the most recent year are generally incomplete. Direct comparison of incomplete data with data for an earlier year can lead to erroneous conclusions. In order to adjust for the different data basis, a correction has been made assuming that salary changes in the unreported institutions were the same as those at the institutions already included in the new data base. Figures obtained from Statistics Canada or other sources which are based on a significantly incomplete sample are marked in this report by the letter *p* and preliminary estimates by the author incorporating corrections for the missing data are marked by the letter *e*.

2. These profiles exclude data for medicine and dentistry and for all ranks lower than one rank below Assistant Professor. These profiles are obtained by fitting a function of the form $S = C_1 + C_2 A + C_3 A^2$. Profiles based on salary-age data where all salaries and ages are known or where mean salaries versus age are known and the size of a cell block is one year are easily calculated. Profiles calculated from data which the age cell block size is larger than unity are made more comparable to those based on unit cell block size by first estimating an average age within each cell block. The Statistics Canada data used here contain for each cell block, A_1 , the mean salary S , and number of faculty, N . The average age within the cell block, A_0 , is then estimated by assuming that the distribution $N(A)$ is given by the straight lines connecting N_1 with N_0 and N_1 with N_{-1} . (N_0 for the lowest age block is assumed to be equal to zero and N_{-1} for the highest age block. N_{-1} is assumed to be equal to N_0 of the highest age block.) The function is then fitted to the data points S , A_0 and weights N .

3. We may define the Effective Mean Scale Increase as the average increase in the salary-age profile weighted by the age distribution of faculty.

$$EMS = \frac{100}{N} \left[\frac{S(A, t_2) - S(A, t_1)}{S(A, t_1)} \right] N(A) dA$$

where $S(A, t)$ = salary at age A at time t given by the fitted profile.

David Balzarini is chairman of the CAUT Economic Benefits Committee.

TABLE 3
AGE DISTRIBUTION OF ACADEMIC POPULATION

Age	29	30-34	35-39	40-44	45-49	50-54	55-59	60
Year								
1971-72	15.1%	24.4%	19.7%	15.0%	10.8%	7.1%	4.6%	3.3%
1972-73	12.5	24.8	20.5	15.8	11.1	7.4	4.7	3.4
1973-74	9.1	24.4	21.5	16.4	11.9	8.1	4.9	3.7
1974-75	7.3	23.3	21.9	17.2	12.5	8.8	5.1	3.9
1975-76	6.4	21.6	22.4	17.7	13.1	9.2	5.5	4.1
1976-77	5.7	20.0	23.1	17.8	13.7	9.5	6.0	4.2
1977-78	5.0	17.8	23.7	18.3	14.3	9.8	6.5	4.5
1978-79								

Statistics Canada data for 1978-79 not yet complete.
Data excludes Medicine and Dentistry.
Percentage figures may not total 100 due to rounding.

TABLE 4
AVERAGE SALARIES BY RANK

Year	Professor	Associate Professor	Assistant Professor	Lecturer	All Ranks
1971-72	22922	16788	13239	10679	15896
1972-73	24043	17519	13869	11163	16767
1973-74	25362	18467	14656	11827	18047
1974-75	27526	20041	15970	12980	19885
1975-76	31466	23138	18603	15354	23268
1976-77	34095	25351	20222	16554	25579
1977-78	36550	27554	21879	18013	27908
1978-79	38500e	29250e	23200e	19200e	29800e

Data includes senior administrators.
Data excludes Medicine and Dentistry.
Lecturer is the rank immediately below Assistant Professor.
e - preliminary estimate

ECONOMIC BENEFITS. BENEFICES ECONOMIQUES

The economic state of the academic profession

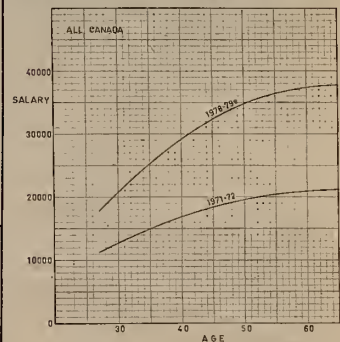
by David Balzarini

The most noticeable aspect of the Canadian economy during the past decade is the large increases in salaries and wages coupled with erosion of these increases by large increases in the cost of living. During the period 1971 to 1978, average weekly wages and salaries in Canada increased by 92.8%. Academics fared worse than the rest of society. The average university salary increased from \$15,902 in 1971-72 to \$29,800 in 1978-79, or by 87.4%. This change in average university salary, however, is not a suitable measure for comparing with the figure above. We will see later that a truer comparison is made by using the Effective Mean Scale Increase over this period. This figure is only 71.4% which is considerably less than the increase in salaries and wages for other groups.

There are difficulties in comparing salary increases with those of other groups. One is that academics have a relatively unique salary structure in that there is a strong correlation with age. Whereas salaries in many occupations are relatively independent of age or experience, salaries for

academics show a long increase with age. This could be demonstrated easily by studying the salaries and wages of bus drivers, carpenters, accountants, school teachers, and doctors. Wages of all bus drivers except those in the first year or two of experience are identical. Wages for carpenters typically rise from 55% to 85% of journeyman rate during the apprenticeship period but are independent of experience beyond this. The earnings of accountants show a rapid rise in early years, but relatively little in later years. School teachers are a good illustration and comparison group because data, including historical data, are readily available. Teachers start at about 60% of a plateau salary and reach the plateau within about 10 years (which would be about the age of 35 for a typical person). (A typical plateau salary for a person with a masters degree is \$30,000 at the present time). Analysis of net incomes of doctors also show a steep rise in early years, reaching a plateau at middle age and actually declining at later ages. Salaries of academics, however, show a long dependence on

Figure 1
MEAN SALARY-AGE PROFILES



age. This dependence on age would not, by itself, cause any difficulties in using increases in average salaries as a measure if the demography of the population were stable. That is, if the relative number of faculty at each age did not change with time. The slowdown in the growth of universities has resulted in an "ageing demography". The demography of the general population also shows a small change but this is negligible compared with the change in the academic population. Part of the increase in average university salary represents "career progress" of the ageing faculty. In order to compare salaries and salary increases, it is necessary to compare "apples" in 1971 with "apples" in 1978 and "oranges" with "oranges", etc.

Some of the demographic effect can be eliminated by using average salary by rank for comparison. However, average salaries by rank are also affected by demographic changes and can also be affected by changing promotion policies. For instance, if promotions were frozen, the average salary for a given rank would rise more than if normal promotion patterns brought up lower paid individuals into the rank from below and pushed higher paid individuals out into the next higher rank. Salary comparisons by age eliminate the demographic effect and also eliminate the effects of changing promotion patterns.

Salary-age profiles

Figure 1 and Table 1 show average salary versus age for 1971-72 and for 1978-79. Although some individuals may routinely skip over graphs, they might find it interesting to locate their salary and age on the graph for comparison. Age is as of December 31 for any year. The percentage changes shown in Table 1 illustrate that the deterioration in salaries has been most noticeable at the younger end of the salary structure. This is probably due, of course, to the "marketplace" but this does raise certain questions about salary policy. The Mean Salary-Age Profile (2) provides an effective scale which can be compared with mean salary-age data for other groups or with the rigid scales of those groups who have salaries rigidly related to experience. An Effective Mean Scale Increase can be calculated for comparison with other groups. The Effective Mean Scale Increase for 1971-72 to 1978-79 is 71.4% which is considerably less than the corresponding increases received by other groups in society. The data in table 1 shows the years 1971-72 and 1978-79 only. Salaries and changes for all the years from 1971-72 to 1978-79 are shown in table 2.

TABLE 1
AVERAGE SALARY VERSUS AGE

Age	27	32	37	42	47	52	57	62
1978-79e	17791	22728	26966	30506	33347	35490	36933	37679
1971-72	11283	13705	15784	17519	18911	19960	20665	21027
Percentage Change	57.7%	65.8%	70.8%	74.1%	76.3%	77.8%	78.7%	79.2%

EFFECTIVE MEAN SCALE INCREASE=71.4%

TABLE 2
SALARY-AGE PROFILES, PERCENTAGE CHANGES BY AGE, AND EFFECTIVE MEAN SCALE INCREASES FOR ALL YEARS 1971-72 TO 1978-79

Age Year	27	32	37	42	47	52	57	62	EMSI
1971-72	11283	13705	15784	17519	18911	19960	20665	21027	
1972-73	2.64%	3.74%	4.41%	4.84%	5.14%	5.33%	5.45%	5.50%	4.32%
1973-74	11581	14217	16479	18368	19882	21023	21790	22184	
1974-75	3.71%	5.00%	5.74%	6.19%	6.46%	6.59%	6.62%	6.56%	5.68%
1975-76	12011	14927	17426	19505	21166	22409	23233	23638	
1976-77	7.04%	8.15%	8.78%	9.15%	9.36%	9.46%	9.47%	9.40%	8.76%
1977-78	12856	16144	18956	21290	23148	24529	25433	25660	
1978-79e	16.09%	15.92%	15.83%	15.79%	15.77%	15.77%	15.78%	15.81%	15.84%
1971-72	14924	18715	21957	24652	26798	28396	29446	29948	
1972-73	8.70%	8.84%	8.95%	9.06%	9.16%	9.28%	9.41%	9.55%	9.05%
1973-74	16223	20369	23923	26884	29254	31031	32215	32808	
1974-75	7.04%	7.45%	7.71%	7.90%	8.05%	8.18%	8.30%	8.41%	7.83%
1975-76	17365	21886	25767	29007	31608	33568	34888	35568	
1976-77	2.45%	3.85%	4.65%	5.17%	5.50%	5.73%	5.86%	5.94%	4.96%
1977-78	17791	22728	26966	30506	33347	35490	36933	37679	

Figures in rows across from year are salaries.

Figures in rows between years are percentage changes between adjacent years.

Figures in the last column are the Effective Mean Scale Increases.